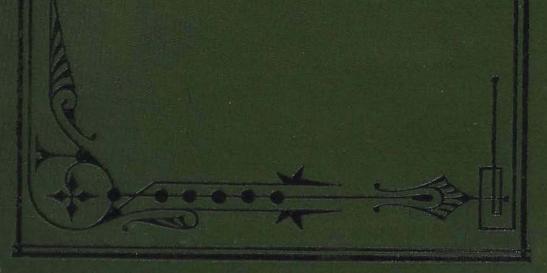


TEACHER'S EDITION.



SLATE WORK FOR LITTLE FOLKS

-0R-

Language Manual,

INCLUDING

LANGUAGE, LETTER-WRITING AND ARITHMETIC
FOR FIRST AND SECOND GRADES;

WITH ALLUSIONS TO THE

POLLARD SYSTEM OF TEACHING SOUNDS AND

NAMES OF THE ALPHABET.

INTENDED CHIEFLY AS BUSY WORK FOR BUSY LITTLE FINGERS.

SISTERS OF ST. JOSEPH,

SOUTH ST. LOUIS, 1889.

PREFACE.

What called for this addition to our Language Method or Speller? Having introduced the Pollard Primer and wishing it to do all the good we feel it should do, we thought to give the children no other work in the First Quarter of first year. But as there are few school-rooms occupied solely by children in the First Quarter of school work, we found it difficult to supply three different classes with useful slate work. That given in the Pollard Primer is entertaining and to a certain extent useful to children who are just out of the Kindergarten, but it does not and cannot satisfy the wants of our people, who in many cases have taught their children the alphabet before they came to us.

The Pollard Speller, has however its own advantages, and we intend making use of it later on. In the meantime we take the alphabet, connected as it is in the Pollard system by the "Johnny Story." Then we take up our old chart exercise, taking the roots from which can be formed a number of words. See page 9 and circles. As this is also somewhat on the rotary method we do not depart from the Pollard system.

Next comes the printing, which we use sparingly, chiefly to imprint the forms of letters on the mind, and now to connect them with Johnny and his little sister. The drawing of the windows, the printing of the letters in each pane, the marking them, and the singing of their songs, makes a half-hour or even a whole hour pass pleasantly and profitably. Making new words and placing the same in sentences is a most gratifying movement, for now we see language recognized. This is beginning at the beginning.

Now comes the a and an exercise, the one and more exercise, this, that, these, those, use of is, are, was, were, and so on, all in the First Quarter. Is it not encouraging to parents, teachers and pupils?

Here too are the little letters of the First and Second Grades, the rules for headings, salutations, closings, body of letters, and so on. We have said so much on the importance of letter-writing that we shall not

repeat here. Enough to say that it cannot but be a great advantage to have this exercise connected with the Language and Arithmetic of these first grades.

The object of the "Child's Guide" must be apparent to those who have so often wished that the notes in our text-books were addressed to the pupil instead of the teachers.

It is hoped that the various name words will be made use of as intended, namely: First, For a spelling exercise; Second, That in them the pupil may see what a variety of name words we have; Third, That sentences be made containing some of each sort.

The other name words on pages 28, 29 and 30 should be talked about as they are used in sentences.

Next comes the General Slate Exercise, beginning on page 32. The exercises explain themselves. The Language Entertainment is to give a sort of idea as to the manner in which pupils "playing teacher" conduct the Language time. The teacher who values this method and uses it to advantage is one whose school must be well worth visiting, especially at Language hour. We regret that the size of the book prevents us giving a better idea of the entertainment, "but a word to the wise is sufficient." The little stories, "Our Flag," "Story of the Boat" and "Santa Claus," are examples of what children of the Second Grade can do in story-writing.

As will be seen Second Grade work is a little more than a review of the First, the additional work being principally in letter-writing. Children in this grade should write little letters, at least three times a week. They have a great deal of time for slate work, and what can be more useful than the exercise of letter-writing? At first they copy the letters, then imitate them, finally write without their assistance.

No doubt, some teachers will find that this little book contains more than can be accomplished in two years, especially the first two of school life. Let it run into the third year in this case, and supply what may be wanting for this grade.

Remember that both these books are founded on the requirements of our School Manual regarding Language.

Were we left free we might adopt some of the many other plans given for Language, but A. T. Bright has been our basis.

PART I.

THE CHILD'S GUIDE.

ORDER OF WORK.

- 1. The sounds Johnny heard in the country.
- 2. The same classified. Voice, lips, teeth, tongue, throat and breath letters. Whisper and half-whisper letters.
 - 3. Slatework.

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EXERCISES.

- Exercise.—a, Printing and writing on slate the voice letters.
 Putting the same in windows. c, Singing their songs. d, Marking them.
- II. Exercise.—Review voice letters, then print and write five new letters.
 - III. Exercise. Five other letters and review.
 - IV. Exercise. The five next letters. Review.
 - V. Exercise.—Remaining letters. Review of all preceding work.

MARKING WORK.

- VI. Place a number of words on board, show children in what they are alike; show how many end in at, ad, ay, ly, an, ag, ab, am, ap, ack, and, ang, ank, ask, atch, ed, en, eg, end, ent, ell and c. Place the root or family in an inside wheel, the various beginnings outside; sing the rotary song; "Objects"—their names and pictures.
 - VII. Putting the new words into sentences.
 - VIII. Writing names of boys and girls.
 - IX. The names of men and women.
- X. Salutations, closings and headings of letters (pages 12, 13, Letter-Writer).
 - XI. First letter, First Grade.
 - XII. Second letter, First Grade.

THE CHILD'S GUIDE.

FIRST GRADE.

TOPIC I.

- 1. Names of boys or girls.
- 2. Letter I. copied.
- 3. Review Exercise XI. Add to work of Exercise VIII. Exercise X. reviewed.
 - 4. The A or An Exercise.
 - 5. Names of ten trees or flowers.
 - 6. Object Lesson in pictures. "Objects"—their names.

TOPIC II.

- 1. Review all former work.
- 2. Reviewing names of trees, flowers, men and women.
- 3. Letter II. copied.
- 4. The names underlined.
- 5. Action words introduced.
- 6. Column of name and action words.

TOPIC III.

- 1. Review all former work.
- 2. Fill blanks with required words in this topic.
- 3. Copy III. Letter.
- 4. Underline name and action words.
- 5. Change sentences containing is and was to ones containing are and were. Is and are are called being words. Did you notice that the other words that had to be changed are name words or words used for name words?
- 6. Give four columns, one for name words, the second for being words, the third for kind words. Show how being words differ from action words.

TOPIC IV.

- 1. Repeat sixth point of Topic III., but place pointing words where you have kind words. Tell how those ten classes of words differ.
- Let your next exercise have five columns. Tell what you are to place in each. Follow this order: name, action, being, kind and pointing words.
 - 3. Copy IV. letter.

- 4. Can you make an attempt to write one like it? Who wrote letter IV.? Where does he live? When did he write? To whom did he write? What did he write about?
- 5. Where do you live? If you were to write now, what would you place where Franky has "January 3rd, 1885?"
- 6. If you do not know how to write your heading, salutation and closing, turn to page 13 and copy the one amongst those which will answer for your purpose.

TOPIC V.

- 1. Review the points most needed.
- 2. Copy fifth letter, underline the name words, put a cross under action words, a small 3 under kind words.
 - 3. Place all the words that you know in columns marked for them.

TOPIC VI.

- Find list of words pronounced alike but spelled differently. See how many you can use in one sentence. You must write ten sentences.
 - 2. Place each word that you know in its own column.
- 3. Try to write a letter like it. Imagine your papa away from home and write him all the news.
 - 4. Copy sixth letter; place the words where they belong.
- Select five different words from each of the letters, and let some one wait while you write them on your slate.
- 6. Can you think of any more roots of words, and of front and back door keys to add to their roots so that you can make new words?

TOPIC VII.

- 1. Review of all that has been taught.
- 2. Now, pupils should be able to fill the diagram of words that is given on page 11.
- 3. They should have written or talked of all the objects pictured in their book.

TOPIC VIII.

- 1. Supply kind words in sentences containing dashes for the same.
- 2. Write, from the letter you have used, all the kind words.
- 3. Tell all about the seventh letter.
- 4. Write a dialogue between teacher and pupil in this letter.
- 5. Write all you know about the cow, horse and dog.

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words differyou are

TOPIC IX.

- 1. Select from all the letters that you have copied all the how words.
 - 2. Fill blanks prepared for this purpose.
 - 3. Tell all about the letter belonging to this topic (L. 8).
 - 4. Write a dialogue about it.
- 5. Write something about three of the objects on page 10. Objects, their pictures and names.
- 6. Write a story about the sewing machine. Tell about some poor woman, who had so many children to take care of, and only had what she earned by sewing. Her elder boy works here and there when he can, and to surprise his mother he gives her for her Christmas present a sewing machine, the price of which he earned himself.

TOPIC X.

- 1. Now you must learn the words that are used for name words wherever you find *I*, *you*, *he*, *she*, *it*, *him*, *her*, *itself*, *him-self*, *herself*. You will see that they are all used for some name words.
 - 2. See how many of those words you will find in the letters.
 - 3. Write on any objects on page 10, their names and pictures.

TOPIC XI.

- 1. Can you spell all the words you use in your letters?
- 2. How many of the words pronounced alike can you spell?
- 3. How many of the name words on page 11 can you spell from dictation?
- 4. Could you spell all the words in any one of the letters if the letters were read to you?
- 5. When you find a difficulty in spelling, think of how you made words and recall the identical words you have been taught to use.
 - 6. Write for dictation ninth and tenth letters.

TOPIC XII.

- 1. Write a letter like the one belonging to this topic.
- 2. Look over it, see if all the words are spelled correctly.
- 3. Have you capitals where they belong? Also periods, question marks and commas? What other marks have you used?
 - 4. Write to your mamma, telling her all you do in school.

TOPIC XIII.

1. Have you a list of the errors in speaking that we have so often spoken of? How many?

2. Can you repeat all the rules that have been taught you about Punctuation and Capitals?

TOPIC XIV.

1. Review copy letters of this topic.

SECOND GRADE.

TOPIC I.—EXERCISE I—MARKING WORDS.

Review exercises 8, 9, 10 and 11 of First Grade.

Select all name, action, kind and how words in eighth letter of First Grade.

TOPIC I.—Exercise II.

Select all words used for name words in tenth letter, First Grade, also pointing-out words and kind words.

TOPIC II.—Exercise III.

Place in diagram name, action, kind and pointing-out words in sixth letter, First Grade.

TOPIC III.—EXERCISE IV.

Write a dialogue using the words break, eat, take, drive, sing, ring. Your exercise must contain ten questions and answers.

TOPIC III.—EXERCISE V.

Write ten sentences, each containing a name word ending 's, as John's.

TOPIC IV .- EXERCISE VI.

Use ten words spelled differently but pronounced alike.

TOPIC V .- EXERCISE VII.

Let the new words here be confined to kind words. See Topic VIII.

TOPIC VI.-EXERCISE VIII.

Letter second, Second Grade.

TOPIC VII.—EXERCISE IX.

Letter third, Second Grade.

TOPIC VIII.—EXERCISE X.

Letter fourth, Second Grade.

TOPIC IX.—EXERCISE XI.

Letter fifth, Second Grade.

TOPIC X.—EXERCISE XII.

Letter sixth, Second Grade.

TOPIC XI.—EXERCISE XIII.

Letters seventh and eighth, Second Grade.

TOPIC XII.—EXERCISE XIV.

Letter ninth, Second Grade.

TOPIC XIII. - EXERCISE XV.

Letters tenth and eleventh, Second Grade.

TOPIC XIV.—EXERCISE XVI.

Letters twelfth, thirteenth and fourteenth, Second Grade.

To the Children of First and Second Grade.

FIRST GRADE LITTLE ONES.

- 1. Children of this grade should be able to write at least twenty Proper names, fifty Common names, fifty Kind words, twenty Number words, twenty How words, and forty Action words.
- 2. They should be able to write five pretty little letters: one to mamma, one to papa, one to aunty or uncle, one to grandpa, and one to their pastor.
- 3. They should be able to supply name, action, how, kind and pointing-out words where the blanks occur.

- 4. They should build about thirty or forty little sentences about their playthings.
- 5. They should know one from more than one; where to use this, that, these and those.
- 6. They should change the *person* and *number* with their teacher.
 - 7. They should repeat the stories Sister tells them.
 - 8. They should copy from their Readers.
- 9. They should be able to give the sounds of all the letters; the rules for forming the various plurals. Name some states, cities, rivers, mountains, lakes, seas, etc.
 - 10. They should correct each others mistakes, etc.
- 11. They should correct each other's mistakes in speaking. Can you do all this? If so, you are ready for promotion.

SECOND GRADE ENDED.

- Can the little ones write dialogues like those on pages
 5, 6, 7, 8, 11 and 12?
 - 2. Can you use the words under Topic VI. in sentences?
- 3. Can you divide and accent the words in Topic VIII., and at least thirty others?
- 4. Can you comply with Topics X., XI., XII., XIII. and XIV.?
 - 5. How about Topic XV.?
- 6. Can you write a letter as good as any of those in your Letter-Writer for this Grade?
- 7. Can you write a *little story* about four of your favorite pictures in this book?
- 8. Can you write ten points of the last sermon you heard at church?
 - 9. What about the abuse of words as found in Topic IX.?
- 10. Can you write two of each of the following kinds of verbs: Ones with subjects, ones without, ones that form their past by ed, ones that do not. Those with subjects meaning one, those with subjects meaning more than one, and any kind that are in your book?
- 11. Before being promoted, can you pass a good examination in all that is taught in *First* and *Second Grades?* If you can say "Yes," to all this, you are a clever little child and should be in *Third Grade*.

FIRST LESSON IN LANGUAGE.

SOUNDS JOHNNY HEARD IN THE COUNTRY.

A	a	08	a	Lamb's cry.

Note. - The above is formed from ' The Johnny's Story" in Pollard System.

LESSON II.

Same as Lesson I., save that the names of the letters are given instead of the sounds. Put the letters in windows.

LESSON III.

Print and write on slates: b m w v p are lip letters. d g j l n r s t x y z k c q are called tongue letters.

f and v teeth letters. \overline{g} throat letter. h breath letter.

WHISPER SOUNDS.

c f h k p q s t x sh ch tch th wh sk sp st ts ps cks

Mark all the letters.

HALF WHISPERS.

b d \bar{g} j \dot{g} w y z Sing letter song.

VOICE SOUNDS.

a e i o u bl br cl er fl fr pl pr yl gr cl dr LESSON IV.

Rotary Board Exercises.

			Hotai	g Dou	ice Lineree	oco.			
	ear		end		ound		ail		ink
f	ear	b	end	b	ound	b	ail	ı	ink
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n	ear	m	end	m	ound	h	ail	. p	ink
	ear	"	end	. p	ound	j	ail	r	ink
	ear	8	end	r	ound	m	ail	s	ink
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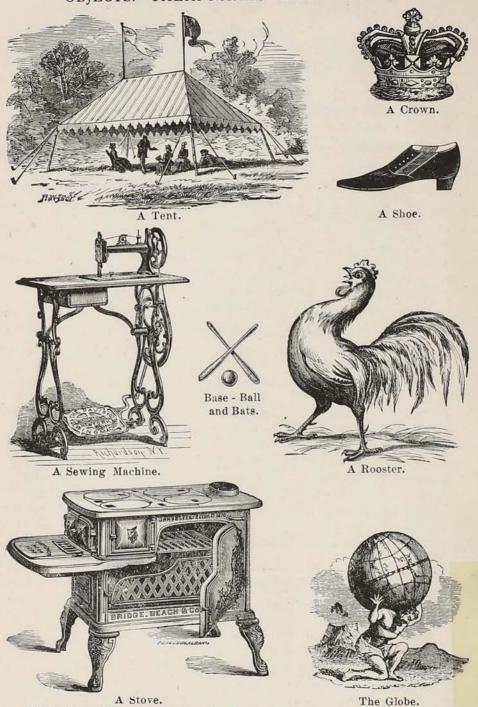
LESSON V.

Using the newly-made words in sentences.

- 1. I fear, you are not near enough to hear.
- 2. I found the instrument which gives that sweet sound.
- 3. Do not fail to send me the mail.
- 4. Send me a needle that I may mend my glove.
- 5. I found that the coffee was ground.
- 6. I spilled ink on my pink dress.
- 7. I think I shall drink that coffee now.

Note to Pupils—See Child's Guide and order of work, and follow directions given there for your slate work. Take one exercise at the time.

OBJECTS.—THEIR NAMES AND PICTURES.



NOTE TO PUPILS.—These pictures are subjects for your first attempts at Object Lessons. First, talk about them; later, write about them.

SCRIPT EXERCISES FOR FIRST GRADE.

ABBREVIATIONS.

A. B. Prox. U. J. Cal. A. M. Mr. W. J. Mos. P. M. U.S.M. E. Q. D. Ills.

WORDS.

In the year of Our Lord Mister, Master Washington Ter-Forenoon United States ritory Illinois

Afternoon Mail Cash on Delivery

TOPIC I.—BOYS' NAMES.—EXERCISE VIII.

Walter Bernard James Patrick
Peter Andrew John Boniface
Oscar Henry Clarence William
Robert Eugene Wilfred

TOPIC I.—GIRLS' NAMES.—Exercise VIII.

Mary EmmaLillie JaneElla KateLoretta JessieStella MargaretLouise MayEdith ClareMinny OliviaJulia AgnesAnna AliceRose LauraOctavia Daisy

NAMES OF MEN AND WOMEN .- EXERCISE IX.

Mr. John Palmer, James Early, Esq., Chicago. New York.
Mrs. Manning, Julia Harding,
Boston. Philadelphia.

350B5.

[To avoid the expense of two books, we have inserted here the letters of First and Second Grades. We hope the arrangement will not be awkward for the pupils.]

OBJECT OF THIS LITTLE BOOK.

HE thought that prompted a Child's Letter Writer was the difficulty we find in procuring from children written ideas. Our desire is to receive from them, as soon as they have learned to use the pencil, little letters to their relatives expressive of love, confidence and gratitude. By providing them with a number of such letters, and having them read occasionally in their classes, we feel that we can secure reproductions of the same in the pupil's own language.

"No power can be cultivated but by the exercise of that power-"

Hence, the child who would learn to write must write.

"It is what the child does for himself, not what is done for him, that really educates him."

The letters arranged in our little book may attract the child's attention, and the remembrance of the same may cause his imagination to reproduce a like composition; but, he must learn to reason by reasoning. The mind grows only by exercise

A CHILD MAY ASK:

1 17 .

- Q. Why must I learn to write?
- A. So that you can send messages to your absent friends in letters.
 - Q. How shall I begin to learn to write?
- A. Take your little letter-book, learn to write the first word you spoke.
- Q. But that will not be a letter like papa receives, will it?
- A. No; you will learn to-day to write "mamma" or "papa," to-morrow you may write your own name; the day after, "dear" and "your," then the sweet words, "I love you;" and at the end of two weeks you will know how to write, "Dear mamma, I love you .-Your Mamie." If you want to write, "Your little girl, Mamie," you have only to learn two new words. If you think it would sound better to say, "My dear mamma," then you can learn to write "my;" and so on, until you are able to write a sweet little letter, that will make your papa and mamma proud of their "little girl, Mamie," or their "little boy, Freddy." Now, will you not try? So much for the First Grade. When you are promoted into the Second Grade you will know how to write letters somewhat longer and better, too; and, perhaps, you will be able to write a few lines for "Mamma" to "Auntie;" and, only think, how pleased both those dear ones will be! A little later, and you will be able to give the following answers:

- Q. What is a margin?
- A. The space left on any side of a printed or written sheet.

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- Q. What margins are used in writing a letter?
- A. The top margin, one inch and a half from the top; the side margin, more than half inch from the left edge of the paper.
 - Q. What do you understand by a paragraph-margin?
- A. The space allowed at the left, where the new paragraph begins.
 - Q. When do we begin a new paragraph?
 - A. When we change our subject.
 - Q. What is the width of a paragraph-margin?
 - A. It should be one inch wide.
 - Q. Should all paragraphs allow the same space?
- A. Yes; the first word of every paragraph should begin just under the first word of the paragraph above; the beginning paragraph being an exception.
- Q. What do you understand by the "heading" of a letter?
 - A. The part we should write first.
 - Q. What should the heading show?
- A. Where and when the letter was written. Each child may write the heading of a letter sent from this school; then the heading of one written from their homes. In the next grade you will learn more of PARTICULAR HEADINGS.
- Q. What rules have you been taught for punctuating "headings?"

- A. A comma should be placed after every item of a heading.
 - Q. Where should the heading of a letter be placed?
- A. In the upper right-hand corner, about an inch and a half from the top of the sheet.
 - Q. How much space should a heading occupy?
 - A. A part of one, two or three lines.
 - Q. What point do we use after an abbreviation?
 - A. A period.
- Q. If an abbreviated word written in full requires a comma, do we use one also after the abbrevation?
 - A. Yes; for example: St. Louis Co., Mo.
 - Q. What is a title?
- A. A word used with the name of a person as a mark of respect.
 - Q. How should titles be written?
 - A. They should begin with a capital letter.
 - Q. What does the address show?
- A. To whom the letter is written and to what place it should be sent.

Write your papa's address and tell the number of items it contains:

- A. It is made up of four items: 1st, Papa's name. 2d, The number of our house and the name of the street. 3d, The name of the city. 4th, The name of the state.
- Q. If you were writing to a place in which the letters are not delivered, what would it be well to use for your second item?
 - A. The number of the P. O. box.

- Q. When the last word of an address is abbreviated, do we use a period for the abbreviation, and another to show the close of the letter?
 - A. No; one period is sufficient.
- Q. What is the object in writing the address of the person, to whom we write, upon the letter?
- A. So that the postmaster, or any person who may find the letter outside the envelope, may know to whom it belongs.
 - Q. Where should this address be written?
- A. It may be placed at the beginning or at the close; in business letters, the former manner is preferable; in official letters, or letters of friendship, the latter; in which case the address should begin at the left margin, on the next line below the signature of the writer.
 - Q. What is the first thing in the body of a letter?
- A. The salutation; as "My dear Mamma," "Dearest Auntie," "My darling little Sister," and so on.

Give the rules for punctuating and capitalizing the greeting:

A. The initial of the first word of the salutation and any title used therein, should begin with capitals.

[Try to use pleasing language in your letter.]

BEFORE BEGINNING ASK YOURSELF:

- I. Why am I writing?
- II. To whom am I writing?
- III. What do I owe this person?
- IV. What would I say to him were I speaking to him?

- V. If writing for a school exercise, and cannot think of anything else, simply state the fact.
- VI. How am I to show where and when the letter was written?
- VII. How would the person to whom I am writing like to be addressed?
- VIII. How shall I express what I wish to say to this person?
- IX. This done, let me examine each expression, and make necessary corrections.
 - X. How shall I close my letter?
- XI. On reading my letter, could any one see to whom I have written it, and where the person lives; also, to what place the letter may be returned?
 - XII. What rules have I been taught for the margins?
 - XIII. Have I observed them?
 - XIV. Have I observed the rules of paragraphing.
- XV. What is the general appearance of my letter when finished?
- XVI. Have I been careful to follow the instructions given me concerning the use of capitals and punctuation marks?
- XVII. How must I write the address on the envelope? Remember what you have been taught in your Language Lessons concerning action words used before nouns; in the first part of a statement to show about what the statement is made; used to state or show what is stated. Note carefully whether the action word you use states about one object or more than one. Recall the

not doubt but she will come," "that" should take the

LETTER WRITING.

caution given you, when the action word is used with "I" or "you" to state what one does; also about the spelling of action words.

ABUSE OF WORDS.

Even in the lower grades great care must be taken to avoid the "abuse of words." We give a list of some of the common errors among little people:

- 1. Any for at all. "She does not sing any." Meaning: "She does not sing at all."
- 2. Anybody else for anybody else's. Say: "It is someone's else not mine."
 - 3. Do not use anyhow.
- 4. Be careful not to use the word at for by. Say: "The city looks better by night;" not "at night."
- 5. Say: "At the best—at the worst;" not "at best," etc.
- 6. Use the expression "severe cold;" not "bad cold."
- 7. Begin and commence mean the same; the former is preferable.
 - 8. Do not use between for among.
- 9. Avoid the needless use of both. Say: "They came;" not "they both came."
- 10. Be careful in the use of bring, fetch and carry. To bring, is to convey to or toward; to fetch, is to go and bring; to carry, is followed by, away or off, and thus is opposed to bring and fetch.
 - 11. But is often misused. In the sentence, "I do

not doubt but she will come," "that" should take the place of but. "I should not wonder but you are right;" it should be, "if you are right." "We no sooner possess a thing but we weary of it;" it should be, "than we weary of it."

- 12. Write, "He is a clever boy;" not, "a smart boy."
- 13. Do not use *complete* for finish. That is complete which lacks nothing; that is finished which has had all done to it that was intended. Your task may be finished, yet very incomplete.
- 14. Write, "we continued our work;" not, "we continued on with our work."
 - 15. Do not say "a couple of pins" for "two pins."
 - 16. Use, "crush;" not, "crush out."
 - 17. Write, "die of;" not, "die with a sickness."
- 18. Remember that "don't" is a contraction of do not, and "doesn't" of does not.
- 19. "Each other" is applied to two; "one another" to more than two.
 - 20. Write, "I ate an apple;" not, "I eat an apple."
- 21. Do not say, "either alternative." Alternative means a choice offered between two things. You may properly say, "It is a hard alternative."
 - 22. Do not say, "he is enjoying bad health."
- 23. Avoid the use of expect in speaking of what is past. Say, "I suppose they have gone."
- 24. We say, "healthy surroundings—climate, situation and employment;" but, "wholesome food, advice and example."

OBJECTS .- THEIR NAMES AND PICTURES.



NOTE TO PUPILS .- These pictures are subjects for your first attempts at Object Lessons. First, ta'k about them; later, write about them.

Horse and Wagon.

Spectacles.

ALPHABETS

26. Say, "iced water-iced cream."

27. "I doubt if we shall succeed," should be, "I doubt whether we shall succeed,"

28. Say, "I am about to go;" not, "I am going to go."

29. "I have almost finished;" not, "I am most finished."

30. Do not say, "A nice day, nice weather, nice cake," etc.; you can say, "She is too nice for my taste;" or, "It is a very nice idea."

31. Be careful in your use of the word, "Nicely."

32. Do not use "ought" for "should;" ought is the stronger term. "We ought to be honest;" "We should be respectful."

33. Say, "Where did you get it?" not, "Where did you procure it?"

34. "He would not believe but I went," should be "that I went."

35. Don't sign yourself, "Yours, &c."

36. Avoid the use of will for shall; would for should; got for received; took for obtained; of adverbs ending in ly after "taste, smell, look, appear, etc."

37. Be careful to use the proper action word after each of the three persons; also after one and more than one object. Remember that "is, was, has and does," imply one; "are, were, have and do," more than one

ALPHABETS.

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EXAMPLES.

Maggie May Mamma Papa Clare June Grandma School July Uncle Feacher Ruy. Qunt Brother Sept. Brandpa Pister Oct. Cousin St. Louis Mor. Oliece Troy Dec. Grandchild St. Paul Market St. Son Chicago Main St. Daughter Peoria Third St. Many Mansas City Fifth St. Many Mansas City Fifth St. Runie Marquette Uc. 1047 John Jan. Uc. 1042 Charley Fel. Uc. 29 Robby March Mr. Eddy April Dr. Minny 12345678910

EXAMPLES.

My dear Mamma:		
My dear Mamma: Vour little girl,		
	Halie.	
My darling Papa: Cour son		
Cour sen		
	Gustin.	Н
Dear Brother:		ETT
Dear Brother: Vour loving sister,	m	ER 1
	May.	WRI
Dear Grandma: Your own little loy,		TING
Tour own tittle voy,	Eddy.	::41
M. Lina Mamma	Gung.	
My loving Mamma: Your child,		
	Mary.	
Mon own dear Grandpa:		
May own dear Grandpa: Your loving boy,		
	Patrick.	

EXAMPLES.

FTTEDS

EXAMPLES.

My dear Uncle:

Eddy

Minny

Your namesake,

Michael.

My dear Quntie:

Your own little niece,

Della.

St. Patrick's School:

St. John's School.

St. Lawrence's School:

St. Marier's School.

St. Mary's and St. Joseph's School.

Tt. Vincent's School:

St. Bridget's School.

LETTERS.

[1ST LETTER, 1ST GRADE.]

Denver, Colo., Jan. 26, 1886.

My dear Mamma:

Dam seven years old to-day. Will you be glad to get this little letter? Sister made me write it so many times. Dlove you, Mamma, and Dlove Papa and Eddy and our baby. Deshall try to be, Gour good little girl,

Gracie.

[2d Letter, 1st Grade.]

St. Laurence's School,

St. Bauis, Dec. 17, 1885.

My dear Papa:

Mamma says I may send you a little letter in hers. We miss you very much, and hope you will soon come home. Franky hurt his foot last night, and he had to

stay from school to-day. He sends you a whole heart full of love. Belle is crying because she cannot write to papa. It is cold, but Christmas is coming. Come home soon, dear papa, to,

Your little,

WILLY.

[30 LETTER, 1ST GRADE.]

CATHEDRAL SCHOOL, KANSAS CITY, Dec. 23, 1885.

My Papa—I want a pair of skates and a sled for my Christmas gifts. Will you get them for me? I shall try to earn them by being a good boy. We are all well at home, and want you to come back to us as soon as you can get away from your work.

Your son,

JEROME.

[4TH LETTER, 1ST GRADE.]

BROOKLYN, N. Y., Jan. 30, 1885.

Dear Grandpa—I am nearly eight years old, but I am not in the second reader yet. I was sick in September, and when I went to school I could not take my place in class. If I pass the examination, I shall be in the Second Grade next month. This is my third letter to you. I have the one you sent me put away in my box. Will you write another to me? Papa and mamma send love.

Your little grandchild,

FRANKY.

[5TH LETTER, 1ST GRADE.]

HASTINGS, MINN., Dec. 8, 1885.

Dear Uncle Edward—Will you come to see us next Sunday? Mamma said if I could write well enough I might write a letter to you and say whatever I wished; my first wish is to see you. You tell us so many nice things, and you are so good to us that I love you next to papa. Mamma says to give you her love. Tom and Maria want you to come, too.

Your nephew,

John.

[6TH LETTER, 1ST GRADE.]

St. Francis De Sales Inst., Brooklyn, June 20, 1884.

Dear Papa—I am seven years old to-day. Mamma said I might try to write you a little letter. I am sorry you are not at home, for I love you so much, that I miss you when you are gone. Mamma is well. Charley went to grandpa's last night. Ally and Rose are at school. My Sister told me she would not count me absent for this afternoon, so I am to have a party at 4 o'clock. My seat-mate and cousins Aggy, Willy, May, Theo. and Mary are invited, then Ally and Rose. We shall have a good time, I am sure. I wish papa was here.

Your own little

CLARENCE.

[7TH LETTER, 1ST GRADE.]

OUR LADY OF MERCY, BROOKLYN, Dec. 20, 1885.

My Dear Aunty-We are to have a Christmas tree

this year, and mamma wants me to tell you that she can- future. I send my love and a kiss to my dear papa, and

LETTER WRITING.

this year, and mamma wants me to tell you that she cannot trim it without you. She is baking cake now, and she said if I could send you a little note that you would be able to read, she knew you would come this afternoon to help her. I hope you can read this for I want you to come so much. There will be something on the tree for you, but you can not guess what it is. If you bring the baby with you I will take care of him.

Jamie will bring this to you and will wait so that you may come in the buggy. I hope it will not be stormy for then you would not bring Josie, and I want to see the little darling.

I am, your little,

ADELE.

FRANKY.

[8TH LETTER, 1ST GRADE.]

CARONDELET, Mo., Dec. 7, 1885.

My Own Dear Mamma—Will you be surprised to get a letter from your little girl? I am glad to be able to write to you, though my writing is not very good. Sister said yesterday we must all write to some one at home, and I would rather write to you than to any one else.

Mamma, I want to be a very good little girl, because then I know I am doing God's will, and he will take care of me and love me. Sister often tells us about the Infant Jesus when He was living with his beautiful mother at Nazareth. I wish I could be like Him.

Now, mamma, you will forgive me for all the naughty things I have done, and I will try to be better in the future. I send my love and a kiss to my dear papa, and the next time we write letters, I shall send mine to him. Good-bye, mamma. Your dear little girl,

MAMIE.

[9TH LETTER, 1ST GRADE.]

St. Stephen's School, Chicago, Dec. 18, 1885.

My Dear Grandpapa—Aunt Mary told me to write to you, for she knows you will be glad to hear from your little Louis. Grandpapa, are you coming to spend Christmas with us? Oh! I hope you will, for you give us so many nice things, and tell us such pretty stories. I wish you could stay with us all the time. Mamma was very sick yesterday; to-day she is better, but can not sit up. We have to keep very quiet. Aunt Mary has to be mamma now. Papa has just come home; he says to give grandpa his love, and to say that he feels very old since he has a son that can write a letter. Will you answer this, grandpapa? I want to hear from you so much.

Louis.

[10TH LETTER, 1ST GRADE.]

OUR MOTHER OF SORROWS, PHILADELPHIA, PA., Aug. 15, 1885.

Dear Grandma—Papa said I could write well enough to ask you to come to see us. He thinks you will be pleased to get a letter from your only grandchild. Every one says I look like you; do you think so? I love you so much because you say I am your pet, and you love me more than you loved papa when he was a little boy like me. Papa says this is not true, but I know it is; grandma would not say so if she did not mean it. Papa wants you to like him best, but I know you don't. Mamma says to give her best love to you, and she has your room ready for you to come and stay with us a long, long time. I shall show you all my picture books when you come, and my sled, and my skates and rocking-horse. Your little boy,

FREDDY.

[11TH LETTER, 1ST GRADE.]

CAHOKIA, ILL., April 7, 1885.

Dear Mamma—This is my first letter. Sister says I can write just as well as any one else. Do you think I can, mamma? It seems a very big thing to me to write a letter, when I am only seven years old. I am in third quarter of Second Grade. I write my examinations every three months. I make a great many mistakes, but Sister says every one makes mistakes sometimes. I try to learn all my lessons. You know all the prayers I can say, and, mamma, I heard such a pretty story about the Blessed Virgin; I'll tell it to you when you have time to listen to me. Oh, I am going to be the Blessed Virgin's little girl as long as I live; she is so good, so beautiful.

I love you, too, mamma; O, more than I can ever tell!

I send love to papa, my big brother, Will, and the sweetest kiss I have to my mamma.

Your little baby girl,

MAGGIE.

[12TH LETTER, 1ST GRADE.]

St. Joseph's and St. Mary's School, Carondelet, May 16, 1885.

My Dear Mamma—I am so glad I can write to you. Sister says that I tried very hard to learn to write. I love you more than any one in the world. I think you are a dear good mamma—just like the mammas Sister tells of in her stories. I love papa, too, oh, ever so much! because he is the best papa ever was. Papa says I ought to love you most, and I think I do. I will take care of baby every night until he goes to sleep. When he cries I know how to sing to him. This is my first letter. I am afraid it will be hard to read it. Goodbye, mamma.

Your loving,

MAY.

By practice we become perfect.

Andustry refreshes the brain.

I love you, too, mamma; O, more than I can ever tell!

[1ST LETTER, 2D GRADE.]

Benver, Colo., May 2, 1885.

Dear Grandma:

This is my birthday. I am seven years old. I have finished my first reader, and I shall be promoted Monday. Robby and Clare send their love. Mamma is well and wants you to come and see us. Papa is at home again. I wish you were here to see all the pretty things I received for my birthday. I love you very much, and I hope you will be pleased with my letter. Good-lye, dear Grandma.

Your little,

Belly.

[2D LETTER, 2D GRADE.]

St. Mary's Parish School, Dunkirk, Nov. 4, 1885.

My Dear Brother Thomas-I was promoted yesterday into second grade. I am as high as Harry now, and I

shall work to -op up with him. Sister thinks I write a pretty good letter for a little boy only eight years old. I am glad I studied letter-writing last year. I miss my other teacher, but Sister A. is very kind to the boys, and they all like her. I am sitting with my play-fellow, Charley Anderson. We are great friends. Mamma and papa are well, and hope you are taking good care of yourself. Will you be home for Christmas? I want to see you. Your little brother, ANDY.

[3D LETTER, 2D GRADE.]

Dear Grandma-The other little girls are writing to their mammas, but my mamma is in heaven, and you have taken her place. I often wish mamma were with me, or that I were good enough to go to her; but, grandma, I love you, and I know that you do everything for me that mamma could do.

I am sure you miss mamma more than I do, for she was your own little girl and she loved you so much. I hope I shall be like her, so that you may feel God has sent me in her place.

I know you will be pleased to see my attempt at letter-writing, and I shall try to improve every day.

> Your little. LUCY.

[4TH LETTER, 2D GRADE.]

PHILADELPHIA, May 15, 1885.

Dear Aunt Anna-Mamma thinks that, as I am learning to write letters, she will employ me to write for her.

My first letter for mamma is to you, and she wisnes me to say that Uncle Lawrence is to be here next Sunday, and if you can manage to come on the early train, you can all go to high mass to hear our new archbishop preach. Oh, auntie, he is just splendid! and he is always smiling. Everyone loves him. Papa says that he is sorry for the people in St. Louis, for they must miss their former bishop very much. If some of them come to see him here, they will find out that we love him too, and would not let him go back to St. Louis for all that great western city could give us. Will you come, auntie?

All are well. Mamma says to bring the baby; we want to see the little darling. I wish Aggie would come, too.

Mamma sends love to uncle, the children, and to her dearest sister, Aunt Anna.

Your loving niece,

[5TH LETTER, 2D GRADE.]

St. Bridget's School, St. Louis, Dec. 10, 1885.

My Dear Otho—Papa is to call for you next week to bring you here for the holidays. My! won't we have a jolly time! Bring your skates. My sled is the best in town. I hope papa will let us take Sam, for our cutter is painted new, and if the sleighing is as good then as it is now, we shall have the finest kind of a time. Papa says I am a good driver, so you need not be afraid I'll pitch

you out. Bring anyone with you that you think a great deal of, for I am sure all the boys cannot go to their own homes for Christmas.

Your cousin,

WALLACE.

[6TH LETTER, 2D GRADE.]

St. John's School, St. Louis, May 28, 1885.

My Little Auntie—Just think, you are only one year older than I am, and yet you are my auntie. Everyone laughs at me when I call you by this title, but you are my auntie, are you not, Alice? Mamma wants me to say that she would like to have her baby-sister bring grandpa down to our house next Saturday; she knows Alice can get anything she asks her dear good father, and mamma will look for you Saturday morning. Mamma says if Uncle Austin is away that papa will go after you and grandpa, but you must write to let her know. I shall be delighted to see you both, and so will Edgar and Lou. Your niece.

HATTIE.

[7TH LETTER, 2D GRADE.]

St. Xavier's School, St. Louis, Dec. 30, 1885.

Dear Auntie—Papa has set me to write you the good news. Grandpa and Uncle Edward reached our house last night. Grandpa can not go to see you to-morrow, as he is so tired, and Uncle Edward says he knows you will

Dear Munite—rapa has set me to write you me good news. Grandpa and Uncle Edward reached our house last night. Grandpa can not go to see you to-morrow, as he is so tired, and Uncle Edward says he knows you will

come up as soon as you get the word. Grandpa is splendid, and uncle is just as full of fun as he can be; he teased Alfred and me last night until we almost cried. though we knew he was making fun. Will you bring Agnes with you when you come? She will love grandpa as much as we do. Your niece, LOTTIE.

[STH LETTER, 2D GRADE.]

NEW ORLEANS, LA., Dec. 8, 1885.

Dear Uncle Horace—Grandma is not as well as usual, and she would like to see you. She asked me to write to you and tell you this. She says she thinks of you all the time, and if you can come, even for one day, she is sure she will be satisfied.

Mamma is afraid grandma can not live much longer. Poor, grandma! We love her so much, and yet she loves Uncle Horace more than all of us put together. Papa says he is jealous, but grandma only laughs, and says, "Horace was always a good boy."

I am so sorry that it is grandma's serious illness that is to bring you to us, but we shall be glad to see you. Grandma says to send word if you can come. All send love. Your namesake. HORACE.

[9TH LETTER, 2D GRADE.]

ST. PATRICK'S SCHOOL,

St. Louis, Feb. 5, 1885.

Dear Winny-Are you to remain away much longer?

We all miss you very much. Mamma has so much to do now, that she does not find time to read to us, and our beautiful book is still where it was when you left. Joe says to tell you that his cuffs and collars need you here, and if you stay away much longer, he will have to look for another housekeeper. He said this would bring you home quicker than anything else.

Papa wants me to tell you that the piano will be rusty when you come home, and he will have to pay the tuner's bill. Emma is so lonesome for you that she cries when we speak of you. She says not to tell you, but I will. Mamma gives this message: "Winny, be careful not to take cold; you know what mamma has you do when you are at home, do the same now. Have a pleasant time, and come home well."

Franky is sound asleep, or I am sure he would send his big "sis" a kiss.

Come home soon to,

Your little,

Received payment,

Mrs. J. Smith.

Per Minnie.

LETTER WRITING.



NOTE TO PUPILS.—These pictures are subjects for your first attempts at Object Lessons. First, talk about them; later, write about them.



The Memorare.



REMEMBER, O MOST PIOUS AND COMPASSIONATE VIRGIN MARY, THAT NO ONE EYER HAD RECOURSE TO THY PROTECTION, SOLICITED THY AID OR MEDIATION WITHOUT OBTAINING RELIEF. CONFIDING THEN IN THY INFINITE GOODNESS AND MERCY, I CAST MYSELF AT THY SACRED FEET AND DO MOST HUMBLY SUPPLICATE TO TAKE UPON THYSELF THE CARE OF MY ETERNAL SALVATION. OH, LET IT NOT BE SAID, MY DEAREST MOTHER, THAT I HAVE PERISHED AT THY SACRED FEET, WHERE NO ONE EVER FOUND BUT MERCY, GRACE AND SALVATION, BUT HEAR ME WITH A MOTHER'S HEART AND GRANT ME WHAT I ASK!

NOTE TO PUPILS.—Write a story about the efficacy of this beautiful prayer.





SLATE EXERCISE ON WORDS AND WHERE THEY BELONG, FOR FIRST AND SECOND GRADES.

NAME WORDS.

Children	Squirrels	Birds	Water
Roosters	Boys	Girls	Men
Women	Mothers	Pupils	Dogs
Mice	Wood		

ACTION WORDS.

Play	Jump	Sing	Flows
Crow	Whistle	Sew	Vote
Stoop	Weep	Study	Bark
Gnaw	Burns		

KIND WORDS.

Long	Small	Large	Sweet
Cold	Sour	Brown	Narrow
Torn	Soiled	Black	Silent
Patient	Tall	Neat	Tender
Willful	Docile	Modest	Sincere

POINTING-OUT WORDS.

This	That	These	Those
Former	Latter	Yon	Yonder
The	A or An	All	Any
Another	Each	Every	Either
Neither			

NUMBER WORDS.

Three	Five	Ten	Nine
Second	Twentieth	Fiftieth	Fourfold
Thousandfold Seventeen	One	Six	Thirty

WORDS USED INSTEAD OF NAME WORDS.

He	She	They	They
Them	Her	Him	Our
Your	Theirs	Who	Whom
Your own	Myself	Yourselves	Themselves
Himself	Herself	Itself	It

EY

HOW WORDS.

Quickly	Sweetly	Softly	Merrily
Surely	Sincerely	Bitterly	Joyfully
Lovingly	Truly	Carefully	Exactly

RELATION WORDS.

Into	In	Of	From
About	Above	After	At
Below	Down	Along	Against
On	To	Over	Beneath

CONNECTING WORDS.

That	If	As	Unless
So	Because	Else	Also
Though	But	Likewise	Not
Only	Although	Notwithstanding	Than
And			

SURPRISE WORDS.

Hush	Hark	Hold	Indeed
Ah	Alas	Lo	Hallo
Pshaw	Soft	Ha	Stop

VARIOUS NAME WORDS.

TOPIC I.—TREES.—Exercise V.

Apple	Pear	Lemon	Bread-fruit
Cherry	Peach	Cocoa	Chestnut
Orange	Date	Walnut	Olive
Plum	Banana	Hickory	Persimmon

Breast

FLOWERS.

Daisy	Sunflower	Hyacinth	Mignonette
Snow-drop	Geranium	Woodbine	Peony
Tulip	Violet	Poppy	Rose
Crocus	Forget-me-not	Primrose	Lily-of-the Valley

FOOD PLANTS.

Rye	Beets	Cabbage	Mustard
Oats	Capers	Irish moss	Tomato
Wheat	Cloves	Buckwheat	Onion
Corn	Asparagus	Arrowroot	Lettuce
Peas	Barley	Celery	Allspice

BIRDS.

Golden Eagle	Cuckoo	Pewit	Swan
Canary bird	Goose	Pigeon	Hawk
Dove	Guinea hen	Bluebird	Vulture
Duck	Peacock	Robin	Fieldfare
Royal Eagle	Blackbird	Turkey	Thrush

PARTS OF OBJECTS.

TOPIC I.—APPLES.—Exercise VI.

Peel	Juice	Pulp	Seed-dimples
Seeds	Eye	Veins	Seed-cases.
Core	Meat		
		KINDS.	
Sour	Tart	Late	Winter
Sweet	Early	Fall	Harvest
		TREES.	
Trunk	Bark	Fruit	Shoots
Branches	Sap	Buds	Rootlets
Limbs	Heart	Blossoms	Forks
Roots	Knots	Leaves	
		PIN.	
Head	Point	Shaft	
		KINDS.	

Black a Blunt

Common

SUPPLY THE MISSING WORDS.

TOPIC VIII.—NAME WORDS. - can draw. - will go if you wish. - does not understand. - went to town. - is not at home. - is too heavy. The — heard us. The — reached us. My - is here. Mary's - went home. The --- drew near. TOPIC IX -ACTION WORDS. Mary — her lesson. John — the letter. He - came too late. They -- the box. Birds --- sing. It - to be correct. Children — to play. The boy ---Boys --- drive. The river --- continually. He - his candy. TOPIC X .- HOW WORDS. He drives so -It seemed -He writes -Come here -She plays -Move along ----Try to write -Time goes -TOPIC XI.-KIND WORDS. The work is -The oranges are --The dress is --Our - is up. I do not like -- books. It is a -- apple. The desk is ---The plum is ---TOPIC XII.—POINTING WORDS. -- is my desk. Are you — boy? Bring —— —— book. - is more than I knew. - are my books. -- is very good. He came from -- city. TOPIC XIII.—WORDS USED INSTEAD OF NAME WORDS. The mill belongs to ----- is my brother. If -- come -- shall have a The book is --good time. The house was --

GENERAL SLATE EXERCISES.

FIRST EXERCISE.

A, An, The.

It is an organ. It is a book. It is an apple. It is a slate.

It is an iron. Is is the cow. It is an ink-well. It is the price. It is the horse. It is the time.

This, These, That, Those.

This is my pencil. That is your pencil. These are my pencils. These are new books.

This is a new book. That is a new book. This and that, these and those must all be counted.

Those are your pencils. Those are new books.

Is, Are, Was, Were.

She is my sister. They are my sisters. He was not there.

They were not there. You were not there. You are so good.

They are so good. You were away.

TELLING SENTENCES.-EXERCISE I.

POINTING WORDS.	NAME WORDS.	WORDS.	NAME WORDS.	WORDS.
The	rake, hoe, spade	are	tools.	and
The	boy	is	brother.	my
The, an	apple	is	orchard fruit.	
A, a	fagot	is	bundle sticks.	of
An	orchard	is	collection fruit trees.	of
The, the, an	fruit, oak	is	acorn.	of
The, an	camel	is	animal.	
The	lion	is	king, beasts.	of
A, a	heifer	is	cow.	young

EXERCISE II.

Place in same manner the following:

- 1. A pair of horses is a span.
- 2. A colt is a young male horse; a filly is a young female horse.
- 3. A little lamb is a lambkin.
- 4. A pair of oxen is a yoke.
- 5. A den is a cave for wild beasts.
- 6. Beef is cow flesh. Veal is calf flesh.
- 7. Bacon is pig flesh. Ham is the thigh of a pig.
- 8. Venison is the flesh of a deer.
- 9. Live stock are domestic animals on a farm.
- 10. The ass, the horse, the mule, the camel, the elephant and liama are beasts of burden.
- 11. The horse, the ox, the mule, the reindeer and some dogs are beasts of draught.
 - 12. Butter is churned cream.
 - 13. The ox, sheep, goat, deer and camel are cud-chewers.

ASKING SENTENCES.-EXERCISE III.

WORD.	WORD	NAME WORD.	NAME WORD.	WORD.
Which	are	beasts?	burden?	of
What	is	part?	animals?	of
What	is	butter?	ham?	
What	are	cud-chewers?		
What	are	beasts, prey?		of
What	is	animal?	king, beasts?	of
What	is	venison?		
What	is	yoke?		a
What	is	lambkin?		a

EXERCISE IV.

Pupils place the words in following sentences in a diagram:

- 1. What is a colt? A filly?
- 2. What covering is called plumage?
- 3. What are the eagle, owl and hawk called?
- 4. What is a menagerie?
- 5. What is a circus? A zoological garden?
- 6. For what are turtles valued?
- 7. What is often used as bait for fish?
- 8. What are the lady bug, the horn bug and the potato bug called?

WONDER SENTENCES.-EXERCISE V.

- 1. What a charming child she is!
- 2. O, beautiful river! how I love you!
- 3. O, home of my childhood, farewell!
- 4. Up, up! you lazy fellows!
- 5. Back, back! dare not to advance!
- 6. Ah! it pains! my heart, be still!
- 7. What! come again!
- 8. Come, come, ere it be too late!
- 9. O, mamma, mamma! see the cloud!
- 10. O, Esther, take baby away!

PROPER NAME WORDS.-RIVERS.-EXERCISE VI.

Mississippi,	Ohio,	Rio Grande,	Amazon,	Hudson,
Columbia,	Mohawk,	Red,	Kansas,	Nile,
Rhine,	Danube,	Shannon,	Lee,	Elbe.
Niger,	Thames.			

ONE AND MORE THAN ONE.-EXERCISE VII.

ABBR	EVIATIONS.	ONE.	MORE.	ONE.	MORE.
Mr.	Mister or Master.	bush apple	bushes apples	lady goose	ladies
Mrs.	Mistress.	fish	fishes	ox	oxen
Col.	Colonel.	candle	candles	tooth	teeth
Com.	Commodore.	lily	lilies	child	children
U. S. A.	United States	baby	babies	self	selves
м. с.	Army. Member of Congress.	story cherry study	stories cherries studies	knife shelf life	knives shelves lives
St.	Street.	watch	watches	woman	women
P. O.	Post Office.	navy	navies	boy	boys

EXERCISE VIII.

To the Pupils.—Take notice, children, of the ways used in forming the more-than-one of the different words. Apple takes on s to make it more than one. Watch takes es. Remember the rules in italics. 1, Words ending in s, z, sh and ch must have es to make more than one. 2, Words ending in f, ff or fe change these letters into ves when they mean more than one. 3, Many nouns ending in y, change y into i before es, as story, stories. 4, But if a, e, o or u comes before y in the singular, s is added without changing, as boys, valleys, turkeys, pulleys, days.

PROPER NAME WORDS.-EXERCISE IX.

Oceans.

Atlantic, Pacific, Arctic, Antarctic, Indian.

Seas.

Mediterranean, Caspian, Caribbean, Japan, Black.

Lakes.

Superior, Ontario, Huron, Michigan, Erie.

Continents.

Eastern, Western or Northern and Southern.

Ships and Boats.

Eutropia, Jeannette, City of Paris, Albany, Burnside, Fulton, Euclid.

Hotels.

United States, Congress, Southern, Lindell.

Mountains.

Rocky, Allegheny, Coast, Catskill, Blue Ridge.

Newspapers,

The Pilot, The Gazette, The Chronicle, Church Progress, Watchman, Globe-Democrat, Republican.

Books.

Character, The Blessed Sacrament, Life and its Crosses, The Church and her Teachings.

EXERCISE X.

Addresses.

Miss Annie Taylor, New York City, P. O. Box, 169. Miss Mary Kelly, 183 Olive Street, St. Louis.

Miss Olive Ban, 217 State Street, Chicago, Ills. Miss M. E. Carr, 183 Fremont Street, San Francisco, Cal.

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No. 1. CHRIST BLESSES THE CHILDREN:

"And they brought to Him young children that He might touch them, and the disciples rebuked those that brought them, whom, when Jesus saw, He was much displeased, and saith to them: 'Suffer the little children to come unto Me, and forbid them not; for of such is the kingdom of God. Amen. I say to you, whosoever shall not receive the kingdom of God as a little child, shall not enter into it.' And embracing them, and laying His hands upon them, He blessed them."—Mark, chap. x., 15-17 verse.



No. 2.

"But when thou dost give alms, let not thy left hand know what thy right hand doth."—Matt. vii., 3rd verse.

hem,

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hild, hem, Who are in this picture? Do the two parties look alike? In how many ways do they differ? How is the poor woman dressed? How does she look? Who do you think the child is that she is holding? What about the other lady? About the little boy and girl? Who do you suppose they are? Where do they live? Give names to both women. Describe the little girl's general appearance. What is she carrying? And the little boy, what has he? Do they look kind and good? Is the poor woman glad to see them? Tell a pretty, interesting story about it, and if you can, write it.

EXERCISE XI.

Words Used Instead of Name Words.

There is another word which you must now pay attention to. When I am speaking to Mary I do not say, "Mary, I like Mary's exercises;" I say, "Mary, I like your exercises." Nor "John, bring Sister, John's slate; "I say, "John, bring me your slate." Agnes, go to your seat. Ella, lend your book to your sister.

The words in Italics are used instead of "Name Words," and when you are older we will call them *Pronouns*. Pro means for.

When you read we and I, you know that the one writing is concerned with what you are reading about.

When you read you or thou, you know they are talking to some one who is present.

When it is he, she or it, they are talking of some one.

EXERCISE XII.

Fill the following blanks with the proper Pronouns:

- 1. shall go, but not with you.
- 2. Are going in that dress?
- 3. May --- little sister go with me?
- 4. are more than welcome to our cottage home.
- 5. Is this only brother?
- 6. Is father better this morning?
- 7. —— displeasure was more than we could bear.
- 8. God's ways are not ways.
- 9. must be studious during your school hours.
- have not come yet, I am afraid are lost.
- 11. I am trying hard to learn lesson.
- 12. John knows --- already.
- 13. Lottie, are you learning Language lesson?
- 14. We must all study --- lessons.
- 15. They have studied —— lessons very carefully.
- 16. Put everything in place.
- 17. Keep your things in places.
- 18. Let us take rope and have a jump.

EXERCISE XIII.

Put in their proper places the following words—is, are, was, were:

- 1. he to be my seat-mate?
- 2 they all going?
- 3. you in time?
- 4. he at your house?

5. - you ready at last?

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- 6. That little girl very good.
- 7. These the best apples we have had this year.
- 8. How you brought over here?
- 9. there any danger that we shall not be promoted?
- 10. He -- much better able to go than we ---.

EXERCISE XIV.

Tell which of the following are kind words:

Coal is black. Chalk is white.

Horses are animals. Truth is happiness.

Spices are vegetables. Candy is sugar.

Linen is flax. Iron is metal.

Flint is stone. Candles are tallow. Water is clear and heavy. Time is precious.

EXERCISE XV.

Black coal.White chalk.Green grassWide margins.Straight lines.Smooth apples.Rough skin.Clear water.Lofty thoughts.Precious time.Loving children.Good books.Light dresses.Winter hats.Warm clothing.

Write qualities of twenty name words that are mentioned above.

Tell what things are smooth, soft, hard, rough, tough, brittle, elastic, polished, sweet, sour, bitter, soft, thick, coarse, stout, high, deep, warm, sharp, heavy, dark.

EXERCISE XVI.

Place a name word and a being word before each of the following colors:

Azure, bluish, reddish, blue, brown, black, green, red, cream color, maroon color, gray, dark-brown, violet, geranium color, hazel, orange.

Give colors to the following:

Horses are generally of a ———, ——— or —— color.

The human hair may be of a —, —, —, —, —, —

A person's eyes may be ____, ___, ___, ___ or ____

Our flag is ---, --- and ---.

The baby is ——. The rose is ——.

The tulip is ——. The buttercup is ——

The violet is ——.



No. 3' "WHEN THE CAT IS AWAY THE MICE WILL PLAY"

Look carefully at this picture. What do you see in the upper left-hand corner? Can you read what is printed on the top of the picture? How do you suppose that little one got on top of the globe? Does she look afraid? What is the little one below her doing? Do you see the little face peering between the curtain? How have they made the bench on which they are playing See-Saw? What is the little girl on the lower left-hand corner doing? How does she look? Tell what you think of the whole picture. Have you ever played "Keeping House" when your mamma was away? You would not upset things as these naughty children are doing, I am sure, for mamma would be very much displeased. Then, they will surely be very severely punished for throwing the books around like this. How do you think they will go to bed to-night?



No. 4, ONE OF OUR GREAT MEN ABOUT FORTY YEARS AGO.

Wonder if the little boys' and girls' papas and mammas will tell me what great man is living now that was, fifty years ago, about the age of this dear little boy in the picture? The little boys of to-day do not dress like this little man. Who can it be? Where is he going? How is he dressed—hat, cloak, necktie, shoes, dress, and so on? Describe the trees. What kind of a place do you think it is? Wonder if he has far to go to school.

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EXERCISE XVII.

How Words.

I write ——? Sing how? Walk, talk, read, bow, teach, correct, give and advise how?

Write twenty sentences giving a different how word to each.

LANGUAGE ENTERTAINMENT.

Teacher. Mary, Lizzie and Kate, are teachers this morning. Mary, you may begin by reading the questions you have prepared for your class.

MARY. 1, Class, write ten words that may follow a, ten to follow an, five to follow this, five to follow that, five to follow these, five those. 2, Place one of each sort of the words you have named in a sentence, thus making six sentences. Pass slates and correct.

T. My dear little Mary, if you give us such a long lesson, how should Lizzie and Kate get their questions?

M. Sister, if they know all you told us, it will only take them a few minutes.

T. Very well, Mary, get them to work and I shall be company.

M. Class, write the *a* and *an* words, five of each (class does so). Now write the *this*, *that*, *these* and *those* words. (It is done, the teacher only looking on).

The pupil who prepares the best questions, who is best able to correct the slate work, who detects errors the most rapidly, should be rewarded by being appointed the principal teacher for the next entertainment; and because of this appointment she has the direction of the work until someone can compete with her.

M. Place one of each of those words in sentences.

While pupils are doing this Mary walks around, glancing at the slate of each pupil to see if they have followed her directions. When all is finished the slates are passed as directed, and then are placed on Sister's desk. Lizzie then asks some questions that require oral answers.

Lizzie. Such as name ten action, ten klnd and ten how words. In beginning to write a letter what is the first thing to be done? the second? third? and so on.

L. What can boys do? girls? men? women? birds? horses? cows? How does Sister tell us to speak? How to write, study, walk, play, sing and pray? Name ten colors you can see in the room.

T. It is now Katie's time. Kate, what have you prepared for your class?

KATE. A list of words pronounced alike but spelled differently, and all the incorrect words I have heard this week.

T. Very good, my three little assistants. To-morrow Maggie and May will make their questions to review the First Grade. What will be your points?

NELLIE. I'll take filling blanks.

MAGGIE. I shall take letter-writing.

MAY. I shall take the stories. Those who cannot write may print, and those who cannot do that must repeat what Sister has told us about the pictures in our book.

SPEAKING EXERCISES FOR CHILDREN.

COLOR.

- I. 1, Red. 2, Green. 3, Blue. 4, Yellow. 5, Purple. 6, Orange.
 - II. Standard Colors-Rules for.
 - T. What is the whitest object you have ever seen?
 - P. The snow. This is our standard white.
 - T. Write black on one side of your slate, white on the other.

Red.	YELLOW.	BLUE.
Pink	Sulphur	Ultramarine
Rose	Saffron	Indigo
Crimson	Canary	Azure
Scarlet	Lemon	Prussian blue
Cherry	Straw	Cobalt blue
Garnet	Citron	French blue
Vermilion	Golden	Light blue
Carmine	Primrose	Turquois
Magenta	Ochre	Mazarine
ORANGE.	GREEN.	Purple.
Auler	Grass	Violet
Salmon	Emerald	Mauve
Cream	Pea	Lilac
Oak	Olive	Lavender
	Tea	Amaranth

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No. 5. MARY AND HER LAMB.

You have all heard of Mary and her lamb; but now you must look very closely at this picture, because it is considered an excellent likeness. Do you notice the sweet, amiable expression on Mary's face? How lovingly she looks at the little lamb. Notice her wavy hair flowing carelessly yet gracefully around her shoulders. Notice her hat; the make of her dress; her well-shaped arm and hand; her apron. Does she not look like one whom you could love very dearly? So modest, so earnest, so good and devoted. And the lamb—how trustful he looks! How plainly he shows his love for his little mistress. What has he about his reck? Can you compare his size with anything that we see around our school? Where do Mary and the lamb seem to be?



No. 6. PREPARING FOR CHRISTMAS.

picture, on Mary's

gracefully hand; her

t, so good his little round our What do you think about these three children? What kind of weather do you think it is? Where do you suppose they are going? Does it look as if they were to have a Christmas tree? Or are those fagots that the little girl is carrying that she may sell them in the city? What names are we to call the three little country children? Where do they live? How far from our school? Who, of our many, many schools, will have the best composition on "Preparing for Christmas?"

- T. Name some colors which are applied to horses.
- P. Black, bay, gray, white, sorrel, brown.
- T. Describe a bay horse.
- P. A bay horse has a reddish-brown body, and black legs, mane and tail.
 - T. A sorrel horse.
- P. A sorrel horse has a yellowish-brown body and legs, and usually with a mane and tail of the same color.
 - T. Describe a brown, a chestnut and a gray horse.
- P. A brown horse has a dark body and black legs, mane and tail. A chestnut horse has a reddish-brown body and legs, a brown mane and tail. A gray horse has brown hairs mixed with white ones, but with many more white than brown hairs.

SALT.

Qualities .- Saline, soluble, granular, sparkling, hard, white.

Kinds.—Rock salt, coarse salt, fine or table salt, bay or sea salt.

Uses.—Seasoning food, preserving meat, glazing earthenware, manure, for animals. It is necessary to health and life.

SUGAR.

Qualities.—Sweet, soluble, fusible, sparkling, crumbling, brittle, nutritious.

Kind.—Brown sugar, loaf sugar, powdered sugar, crushed sugar.

Uses.—To sweeten food and drinks, as cake, pie, tea and coffee.

GLUE.

Qualities.—Hard, soluble in hot water, sticky or adhesive, brown color.

Uses .- To join pieces of wood together, to bind books.

GUM ARABIC.

Qualities.—Semi-transparent, hard, soluble, yellowish color, insipid taste.

Uses .- For sticking thin articles, as postage stamps, envelopes, etc.

OUR FLAG .- A STORY.

Do you see our beautiful flag? It should have four more stars, for we have now forty-two States. When you are older you will learn all about those forty-two States. I shall now tell you a story about our glorious flag: Edward Blackwell was only a school-boy when his country called on all who were able to march to give their names and offer themselves to do whatever their officers would command. One night

Edward was told to watch a certain point over which floated our flag. Away in the night the enemy came and surrounded Edward before the poor boy could give the alarm. Seeing he was only a boy they told him they did not want to harm him, they only wished to put the Confederate flag in place of our Red, White and Blue. Edward told them to take himself but leave the flag, and when they could do nothing to change him, they concluded they would take him, for if he were so brave now, when he was only a boy, how much greater he would be as a man. Poor Edward was taken prisoner, but he could not work with the enemy, and he soon sickened and died. Before he ceased to speak, he turned to an officer and said, "O, general, take my body home to my mother with the flag around it." And so they did.

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STORY OF THE BOAT.

Little Ben and Emma are brother and sister; their papa is captain of this steamboat. Do you see the big steamship? This is their Uncle John. He lives in New York City and has two little girls, named Mary and Violet. Mary and Violet are cousins of Ben and Emma. Sometimes they come out West to see Ben and Emma, and next summer Ben and Emma will go to New York to see them. How do you suppose they will go? They will go on the Mississippi River down to the Gulf of Mexico; from the Gulf they enter the Atlantic Ocean. What a beautiful trip they will have in their own boat, and with their own friends, for Mr. O'Donnell will not take any stranger on this trip.

Emma will take her new piano with her. She cannot play much, but her mamma and two young lady cousins play beautifully, and there are to be some grand singers in the party. Do you not think that they will have a fine time? Do you wish you could go too?

When you are a little older we shall have an object lesson on a steamboat.

SANTA CLAUS.

Do you see the picture of Santa Claus in our book? Do you think it is he who brings us our pretty things at Christmas? I think I should be afraid of him if I saw him come into my bed-room in the moonlight; I am sure I should frighten him away with my screams.

My brother says he knows who Santa Claus is, but mamma says I need not mind so long as I get any gifts and know that God sends them. What a great Christmas present God gave the Blessed Virgin on that far away Christmas night! When I make my First Communion I shall receive the very same gift. I love Mary, my Mother, and her sweet little Infant Jesus.

DIALOGUES.

- T. Who is standing there? Answer.
- P. It is I, Lotta Wells.
- T. Who is that with you?
- P. It is my little sister.
- T. Who is crying?
- P. It is she who is crying, because she is afraid.
- T. Who brought her here?
- P. It was I brought her here.
- T. Girls, who brought those flowers?
- P. It was we who brought them.
- T. Lulu, who put this water here?
- P. It was I that put that water there.
- T. To whom was the Christmas box sent?
- P. It was sent to my brother and I.
- T. Did you say it was sent to I?
- P. It was sent to my brother and me.
- T. To whom was the letter addressed?
- P. It was addressed to mamma and me.

At the close of this first year how many Name, Action, Kind, and How words can you write? How many letters? How much of what your book contains for First Grade must you go over in Second Grade? Do you think you can now begin Second Grade work?



THE BROOK.

Write a pretty description of this little brook. Tell of the trees that grow around it; flowers that may be gathered here in early spring; boats that sail upon it; persons who sit on its sides under the shade of the trees; why one would like to visit it in summer, why in winter. Would you not like to have a house there in warm weather? Tell of its sparkling waters. Write some verses on "The Brook."

SECOND GRADE.

IRREGULAR VERB EXERCISE.

ABOUT TO DO.	HAVE DONE SO.	DID SO
write	have written	wrote
drive	have driven	drove
sleep	have slept	slept
do	have done	did
buy	have bought	bought
fly	have flown	flew
throw	have thrown	threw
hear	have heard	heard
fall	have fallen	fell
feed	have fed	fed
draw	have drawn	drew
drink	have drunk	drank
break	have broken	broke
speak.	have spoken	spoke
cling	have clung	elung
feel	have felt	felt

DIFFERENT KINDS OF VERBS.-EXERCISE I.

Regular.

I talk	I talked	I have talked
I walk	I walked	I have walked
I laugh	I laughed	I have laughed
I jump	I jumped	I have jumped
I learn	I learned	I have learned
I pump	I pumped	I have pumped
I smile	I smiled	I have smiled
I look	I looked	I have looked
I love	I loved	I have loved
I skate	I skated	I have skated

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EXERCISE II.

I am	I was	I have been
I begin	I began	I have begun
I bring	I brought	I have brought
I buy	I bought	I have bought
I come	I came	I have come
I do	I did	I have done
I fly	I flew	I have flown
I give	I gave	I have given
I go	I went	I have gone
I know	I knew	I have known
I lie	I lay	I have lain
I say	I said	I have said
I see	I saw	I have seen
I seek	I sought	I have sought
I sell	I sold	I have sold
I speak	I spoke	I have spoken
I steal	· I stole	I have stolen
I take	I took	I have taken
I wear	I wore	I have worn
I write	I wrote	I have written

EXERCISE III.

Transitive.

Crack the nut; Close the door; Open your books; Use your slates; Take your pencils; Ask no questions; Tell no lies; Repeat no gossip; Seek truth; Mary brought the grapes; John wrote his exercise; Wilfried knew his lesson; Jennie reads proper books; Take your time.

Notice when we take the Action word and can say crack what? close what? open what? and so on, the verb is transitive. Now see the following:

EXERCISE IV.

Intransitive.

Birds fly; Boys whistle; Water flows; Trees grow; Leaves turn; Man dies; Fire burns; Hens cackle; Cocks crow; Ducks quack; Doves coo; Eagles scream; Swallows twitter; Young birds chirp; Frogs croak; Monkeys chatter; Lions roar; Wolves howl; Bears Growl; Foxes bark; Donkeys bray.

EXERCISE V.

Now we shall change the ending of the name and action word by using a pointing word.

The snake hisses; the pig grunts; the cat purs; the canary warbles; the owl hoots; the bee buzzes; the grasshopper chirps; the hound bays; the hen clucks; the turkey gobbles; cattle low.



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EXERCISE VI.

The Kind Word Used.

The sick man moans or groans.

The little child lisps at first, then it prattles.

The glad man laughs.

The sad man sighs.

The angry man frowns.

The sleepy man yawns.

The very old and young totter.

The dizzy man staggers.

The lame limp.

EXERCISE VII.

Place in the following blanks action words that form their past-with ed; and those that do not, with being or state words, as the case may require. Then underline the action words which are followed by a name words.

Example:—Birds —— sweet songs.

Birds sing (does not take ed) sweet songs.

EXERCISE VIII.

 Men — stones.
 Farmers — hay in June.

 Mary — a letter.
 I — my parents.

 We — the house
 Harry — the boat.

 Boys — sweet times.
 We — a whole mile.

 They — for gold and — we — so heartily.
 We — last.

 John — over the fence.
 Mary — on her new dress.

 Lizzie — the seam on the machine.
 I — I could go home.

 I do not — why we cannot go.

EXERCISE IX.

Write ten sentences wherein the verb is followed by an object.

Ten wherein it is not.

Ten wherein the verb, telling of something past, ends in ed. Ten in which it does not.

EXERCISE X.

Supply being words in the following:

I — yours sincerely. We —— there some time.

I — very much disappointed. He — very kind.

She — out when we called. We — all so happy.

She — out when we called. We — all so happy.

I — trying to be good. They — told to be here on time.



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No. 8. PLAYING SCHOOL.

Here is a picture to write a story about Who is to have the best—the very best? This should be a prize story. Why do you think the little school ma'am has such a long stick? Is it not too bad that even in such a small school there must be a dunce? How old do you suppose the chubby little teacher is? And her pupils—do they look as if they were enjoying themselves? When and how do you play school?

- REM.—1. Verbs that tell of no action can have no object; they show state or condition, and are therefore intransitive verbs.
- REM.—2. Words of state or condition, though they cannot have an object, must have another word added to them to make a statement, as, iron feels, does not make sense until we add another word.

Iron feels warm, or heavy, or rough. This makes sense.

It smells. Is this complete? No, but it smells sweet, is.

It tastes sour; It looks strange; It seems sad; It appears different; She seems happy; I feel bad.

REM.—3. If an action is not going on at the present time, we must think of it as past or to come. This changes the form of the verb, as you will see by the following exercise:

I write now; I have written before; I shall write to-morrow.

I am about to read; I have read; I shall read.

We begin a new quarter in November; We began one last September; We shall begin the third in February.

Harrison is president; Cleveland was president; We shall have a new president in 1892.

EXERCISE XI.

Make three sentences from each of the following verbs, one showing the action is performed at the present time, the second showing the action was performed and the third showing that it will be performed.

Sing, fly, drive, notes, comes, eat, sleep, hang, write, shakes, speaks, tell, strike, tears, bear, think, shines, runs, breaks, ring, steal, grow, brings, catches, finds, go, forget, begin, seek, see, sell, know.

Example: —I sing now; I sang yesterday; I shall sing to-morrow.

Or, I sing; I sang; I shall sing; or I am about to sing. I did sing; I shall sing.

Only the present, past, future; now the perfect tenses. Let the breaking of the stick bring this in.

EXERCISE XII.

Regular Verbs.

Now place the following words in sentences, and notice that in the past you must add ed to each action word given:

Use, wait, wish, I cut, look, talk, walk, turn, offer, travel, reap, sew, show, glow, mow, low.

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No. 9. THE SAILOR BOY.

How many of the boys who see this picture would like to be a sailor boy. A sail, you know, is a sheet of canvas, or something use I for this texture. This is extended around and above the vessel by means of masts, ropes and yards, and locomoted by the action of the wind. The sails are in so many different parts that each must have its own name; hence we have the flying jib, fore-top mast, slay sail, fore-top sail, free-top gallant sail, fore royal, fore sky sail, fore royal studding sail, main course, main top sail, mizzen sky mast, mizzen sparker. In the picture we can only see the ropes, the sails are not up. Now write a story about this boy. You have heard so many sailor stories. I hope his boy has not been away from home. He looks like a good boy. His father may be captain of this arge vessel.

EXERCISE XIII.

Notice that the following words end in e, and in forming their past we need add only d:

Hope, judge, grudge, use, smile, line, die, please, recite, promise.

See how the following words differ from the others we have been using. They change y into ie:

dry	cried	spy	spied	try	tried
cry	dried	carry	carried	fancy	fancied
study	studied	reply	replied		

Another class double the last letter, as:

scrub	scrubbed	mop	mopped	wag	wagged
dog	jogged	hop	hopped	drop	dropped
stop	stopped	chop	chopped	beg	begged
pad	padded	demur	demurred	occur	occurred
refer	referred	transfer	transferred.	concur	concurred

Rem.—In words which form their past by adding ed, observe three things:

- 1. To words that end in e add d only.
- 2. When the word ends in y, and this letter is preceded by a consonant, the y must be changed into i.
- 3. A word ending in a consonant preceded by one vowel, the consonant must be doubled.

Rem.—X, is treated as a double consonant, as it has the sound of ks. It takes ed, as boxed, foxed. K, q, w, and x, are never doubled in our words.

EXERCISE XIV.

Progressive Form.

Rem.—There is one form of the *verb* which we have not used yet. It is a form which shows that the action is going on at the present moment:

I am praying.	They are practicing.
He is looking.	We are going.
Birds are flying.	It is snowing.
The wind is blowing.	The flowers are drooping.
We are moving.	

Take all the verbs we have used and put them into this form.
Write for each exercise at least twenty sentences.



No. 10. HAPPY, HAPPY CHILDHOOD.

Give names to each of these five beautiful children. What are they doing? Does it look like a letter or a book? Which of the faces do you like best? Do you think they are sisters, cousins, or a band of boarding-school misses? Is there more than one book or letter in the picture? Perhaps they are preparing their lessons, and some one has rushed in to tell them some glad news. A story of forty lines from Second Grade, Third Quarter. The best wins the reward. Try!

EXERCISE XV.

Adverbs.

The sun rises early. (When).

Wait for me there. (Place).

They recited well. (How).

You have been corrected frequently. (How often).

She plays correctly. (How).

You are very busy. How busy? Very busy.

Write ten sentences using when, where, how, and how often words, like the above.

If the class has been well drilled in the various kinds of action words, as the exercises of this grade have a right to expect, there can be no end of variable slate work.

They have had, also, a variety of proper names, which they should use in sentences.

The exercises for forming the *plural* and the *past tense*, makes an excellent spelling lesson. Indeed every language exercise must be a spelling test.

The Abbreviations, words pronounced alike but spelled differently, the abuse of words, or corrections to be made in what has been heard around the school—all these are called for by our School Manual. All should be faithfully given by the classes.

EXERCISE XVI.

Nominative Forms.

The pronouns that follow is, are, was, have, namely: I, we, you, he, she, it.

- T. Mary, who is making that noise?
- P. It is I that am making it.
- T. The girls in the next room were at the Exposition. Whom do you suppose brought those cards?
 - P. It was they who brought them.
- T. Alice's brother was here to-day. I wonder if Alice could tell me who left that bundle?
 - P. It was he who left it.
 - T. Who is to sing at the concert?
 - P. We are to sing.

EXERCISE XVII.

Objective Forms.

Me, us, him, her, them, your.

- T. To whom was this parcel sent?
- P. It was sent to Mamie and I.

- T. Omit Mamie, and tell me the rest.
- P. It was sent to me.

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- T. But you did not say me before, did you?
- P. I said to Mamie and I.
- T. Yet you would not say sent to *I*, came to *I*, came from *I*, nor came for *I*. Do not make the common mistake of thinking that putting another word before *I*, makes any difference. If you cannot say *I* without the other name, you cannot say it in that sentence. After to, far, from, and action words, that take objects, you must use the words; the ones you must not use after is, are, were, that is, you must use me, us, your, her, him, and them.

EXERCISE XVIII.

The Possessive Forms.

Mine, yours, his, hers, theirs.

This book is hers.	It is her book.
The home is theirs.	It is their home.
Is this your pencil?	The pencil is yours.
Who lives there?	His sister lives there
The plan was mine.	It is my plan.

EXERCISE XIX.

Possessive Signs.

- T. John's, Mary's, Alice's, Albert's, Philip's, mamma's, papa's, pupil's. Tell me, children, what you see in these names that you have not had before?
 - P. A curved mark and the letter s after each of the names.
- T. Now notice: Boys' hats; Six days' labor; Ladies' pins; Scholars' rights. Is this like the rest?
 - P. No, you did not write the s.
- T. No, because the "more-than-one" word ended in s, so I had only to add the curved mark. When the "more-than-one" word does not end in s, we add the s as in the "one" word.

Example.—Men's boots; Children's clothes. Now notice what I write: The shoes that belong to children; The pins that belong to ladies; The desk of Mary and Alice; the book of Jennie; The farm that is owned by my uncle. Tell me how else these sentences might be expressed.

- P. Children's shoes; Ladies' pins; Mary's desk; My uncle's farm.
- T. That is right and much better than the other, though both are correct. What do you think of such expressions as: The crown worn by Queen Victoria; The victory won by the Americans?
- P. I think it would sound better to say, Queen Victoria's crown; The Americans' victory.

Children in this grade can hardly be expected to understand all that it teaches of the verb, but if they even follow the model exercise given on the board at the beginning of each exercise, it will be enough. When the review is taken up in Part II., these exercises will become much easier. Then, as will be seen, the various kinds of Verbs—the Nominative, Objective and Possessive Forms, are constantly reviewed, and will be treated thoroughly in Fifth Grade.

KIND AND ACTION WORDS.

1.—18.	(1)	(2)	(3)
It is cold to-day.	neat	neater	neatest
It was cold yesterday.	sweet	sweeter	sweetest
It may be cold to-morrow.	fine	finer	finest
It has been cold all this week.	good	better	best
	bad	worse	worst
H-Go.	little	less	least
I am going now.	many	more	most
I may go to-morrow.	much	more	most
I went yesterday.	old	older	oldest
I shall go next week.	careful	more careful	most careful

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III.-When Words.

mwhen words.	iv.—wrue.
Is he here now?	I am about to write.
Was he here yesterday.	I have written.
He has gone.	I am writing.
They have gone.	I wrote. I shall write.
We shall go.	I can write.
Will he be here next week?	I try to write.
Shall we look for you soon?	I have written a long letter.

V .- Write.

Come to see me. We shall do so. They came later than we thought. I see them coming now. We all came together.

Place these words in sentence:

hour	our	would	wood	pray	prey
know	no	which	woes	song	wrong
most	more	wrote	ought	knew	new
knows	nose	ant	aunt	lain	lane
knot	not	vase	bear	pair	pear
meat	meet	fore	four	vows	sail
read	red	grate	great	some	won
son	sun	their	there	one	rose
to	two	pail	pale	ware	wear

REVIEW IN LANGUAGE

WHICH CHILDREN SHOULD PASS BEFORE ENTERING THIRD GRADE.

LANGUAGE.

- 1. How many words can you make from the voice sounds that have been given you?
 - 2. Can you tell what sort of words these are?
- 3. Can you mark all the sounds of the voice letters, and can you make those sounds correctly and distinctly?
 - 4. Have any of the consonants different sounds?
 - 5. Show how they differ.

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- 6. How many front and back-door keys have you learned?
- 7. Write in full A. D., A. M., P. M., U. S. M.
- 8. Write in full C. O. D., U. T., W. T., Calif., Mo.
- 9. How many boys' names do you find on page 11?
- 10. How many girls' names?
- 11. Can you write or tell something of each of those names?
- 12. Can you write the names that are given under the heading, "Names of Men and Women"?
 - 13. How many margins may you have in a letter?
 - 14. How wide may each margin be?
 - 15. How many lines should be used for a heading?
 - 16. How is the heading of a letter punctuated?
 - 17. The address? The salutation?
- 18. When must the number of the post-office box be put on the letter?
- 19. What do you find under the heading, "Abuse of Words," that you are apt to use?
- 20. Give examples of any, for at all, anybody else, I might, bad old, die with, healthy, wholesome.

LETTER-WRITING AND ABUSE OF WORDS.

- 1. What can you say about expected and how we expected?
- 2. Is ice water and ice cream correct?
- 3. How about I am going to go. I am most finished?
- 4. When do we use the word nice?
- 5. What is wrong in the sentence, He would not believe but I went?
- 6. Tell whether a one or a more-than-one Name word is used with the following words; is, are, were, was, has, have, does, do.
- 7. Should words that follow seem, look, taste, appear and smell, end in ly?
 - 8. What sort of words end in ly?
 - 9. How many Proper Name words do you find on page 18?
 - 10. What is the right-hand part of a page intended to show?
- 11. How many Name and Action words can you find in 1st letter, First Grade?
 - 12. In the 2d letter? 3rd? 4th? 5th? 6th?
 - 13. Give the headings of each of these letters.
 - 14. Give the closings of the same letters.
- 15. Who wrote the following letters: 8, 9, 10, 11 and 12, of First Grade?
 - 16. Where does each little boy and girl live?
- 17. Can you tell what the little lad who wrote 10th letter, First Grade, says in his letter, and to whom is he writing?
- 18. Which of the letters did little May write, and what did she write about?
- 19. What little girl wrote to her grandma, and what did she write about?
- 20. What can you tell me about Lilly's letter? How does it differ from the others?
- 21. Can you tell me something that Roberta tells her Aunt Anna?
 - 22. What kind of a letter did Wallace write to his cousin?
 - 23. How many letters are given in the Second Grade?
- 24. Can you give the Name, Action, Kind, How, Pointing, Number, Being, and State words in each of the letters of Second Grade?
 - 25. Can you write as good a letter yourself as some of those?
- 26. Can you tell all about margins, paragraphs, heading, salutation, closing, folding, addressing, putting on stamp?
- 27. Can you form sentences about each of the Name words on page 29?
 - 28. About the Action and Kind words?

- 29. See how many sentences you can make by taking one of each of the column of words and placing it where it belongs in a sentence.
 - 30. How many kinds of trees are named on page 29?
- 31. How many sentences can you write to fill such a diagram as we find on page 32?
- 32. What does Exercise II., on page 33, tell you a pair of horses is called? A deer? Live stock? Venison? Ham?
- 33. What is the difference between a telling and an asking sentence?
 - 34. What are wonder sentences?

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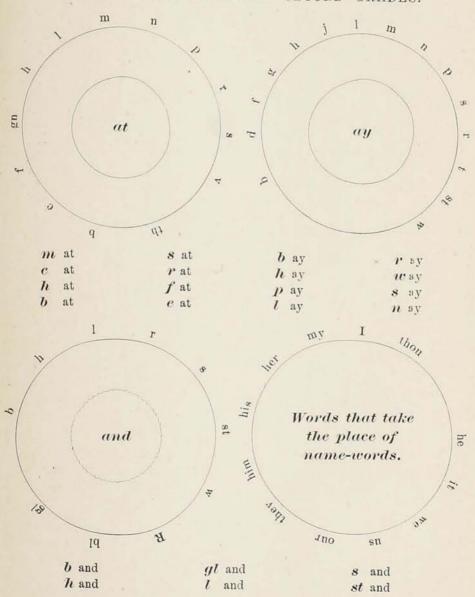
- 35. Can you say anything about the rivers which are named on page 34?
- 36. Can you repeat the rules that are found in Exercise VIII., page 34?
- 37. Name the different kinds of Proper Name words that can be found on page 35.
- 38. Do you know anything about words used instead of Name words?
- 39. How many sentences can you make, leaving blanks for your little companions to fill out?
 - 40. How many colors have you seen in flowers?
- 41. How many in other things? Can you tell the color of each of the children's eyes?
 - 42. How many How words do you know?
- 43. Are you sure that you do not abuse words, such as those given in Letter-Writer? Can you name those mentioned there?
 - 44. How many rules for punctuation do you know?
- 45. How many incorrect sayings have you heard in and around the school?
- 46. What do you think about the Language Entertainment on page 42?
 - 47. Do you think that you could conduct the class for Sister?
- 48. Name nine colors that belong to the reds; five to the greens; as many as you can of the yellows, blue, orange and purple.
- 49. Give qualities of the following objects: Salt, sugar, glue, gum Arabic.
- 50. Can you write a story something like the one about the flag or the boat?

REVIEW WORK FOR FIRST AND SECOND GRADE.

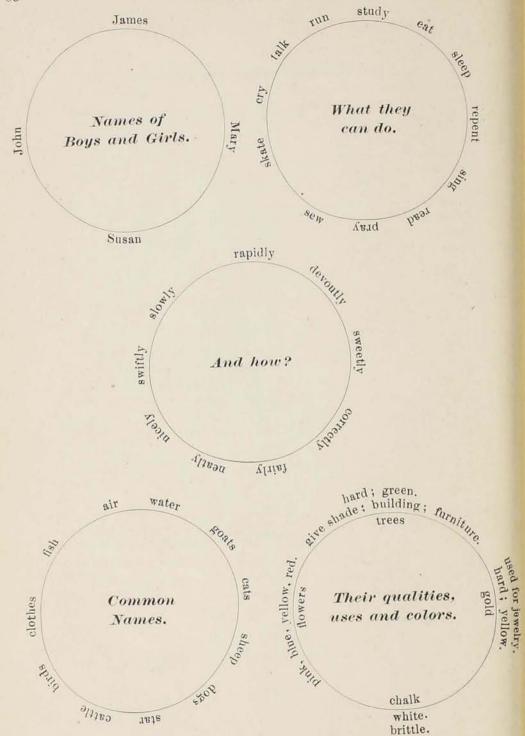
DECUT AD	IPPEGULAR.	TRANSITIVE.	INTRANSITIVE	BEING AND	NOMINATIVE.	OBJECTIVE.	POSSESSIVE.	
Piay. Jump. Scold.	y. grow. read. write.		flows. floats. rings.	am. stand. lie.	It was he. It is she. It was they. It is I. It is you. That is it. The wind blows. The leaves fall. The bell rings. God is good.	book. The boys play	The girl's dress. The dog's collar. The man's horse.	
NAME.	ACTION.	KIND.	HOW.	INSTEAD OF NAME WORDS.	POINTING.	RELATION.	CONNECTING.	DOUBTFUI
*								
St. Joseph's Academy South St. Louis, Feb. 5th, 1889		SATI	voted chile		CLOSING.	ADI		
		My darlin			ost grateful and de- , Mary Aurelia.	756 B		

MAKING WORDS.—ROTARY EXERCISES.

REVIEW WORK, FIRST AND SECOND GRADES.



ROTARY EXERCISES.



NUMBERS IN FIRST AND SECOND GRADES

The motive which prompted the inserting of some pages of the Letter-Writer, also suggested having the little "Slate-Work" contain examples of what we require little ones to do in Numbers during these two grades.

Learning to write the nine figures is part of the first work done in school, and as it becomes monotonous if it continues unaccompanied by further motive than the forming of figures, teachers usually give them lines of 1's, 2's, 3's, and 0's, to find the sum. The next step is the making of the signs—plus, minus, multiplication and division. The third step, writing of the figure, the word, and Roman letter that stands for the number. The fourth step is the combination of the four rules in small numbers.

*Oral work on the Numeral Frame should begin the first day of the child's school life, but it cannot be expected that they understand the writing of such exercise until, at the earliest, the Second Quarter of First Grade.

After dividing the twelve balls on the first line into twos, threes, fours and sixes, and so on, and having the class write on slate how many twos, threes, fours and sixes there are in twelve, the next exercise may consist of how many 5's in 12, 7's in 12, and so on. This teaches them at a glance what combinations make this sum

The teaching of the Multiplication Table, on the same plan, explains itself.

The mental exercise is left to the option of the teacher. Some think that *analysis* should not be required of children even in Last Quarter of Second Grade. Others think the form of analysis, repeated by the teacher, until the pupil learns it exactly and correctly, is a good language exercise, and, as at this age the pupils memorize easily, it is securing this much for a later day.

We notice that the schools wherein Mental Arithmetic has been laid aside, and work depended on the oral exercise given in the Practical, that the pupils cannot give an explanation of the simplest kind, while in the classes that have retained this little book, and have recited daily lessons in it, their practical work is all that can be desired.

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In this case we would teach a *simple form of analysis* from the beginning.

Everyone will agree that the sooner children learn to add up columns, dollars and cents, the better. Such exercise should form the home work of the pupil in Second and Third Grades.

The clock exercise and the tables and number work of this little book should be carefully attended to.

If pupils, on leaving the Second Grade, can do the little that these few pages require, we will have little to complain of in the Third and Fourth Grades. At all events, the "Slate Work" has taught them to write and read numbers of various kinds and forms; also tables of weights, measure, money and time. How much the numeral frame has done for them rests with the various teachers.

	(1)	(2)	(3)	(4)		(6)				(7)	
	1	2	3 2	+1	1 = 3	1 -	+ 2	= 3		3 +		
	1	1	1 5	-	1 = 2	2	+ 2	= 4		4+	2 =	6
	0	0		×	1 = 2			= 5		2 +	3 =	5
	2	1			1 = 2	. 4		= 6		2 +		
	0	0			5)	5	+ 2	= 7		2 +		
	1	2			2 = 5	6	+ 2	= 8		2 +		
	2	3	2	5 —	2 = 3	7	+ 2	= 9		2 +		
	0	1	3	3 ×	2 = 6	8	+ 2	= 10)	2 +	8 =	10
	1	0	4	6 —	2 = 3							
	_	_	_							14.00		
		(8)			(9)					(10)		
	1 ==		=I		3×2							
	2 =	two	=II		6×2					3 =		
	3 =	three	= III		9×2					3 =		
	4 =	four	= IV		4×2					3 =		
	5 =	five	= V		7×2					3 =		
			=VI		5×2	=10			7 ×	(3 =	= 21	
		seven			(3	11)				(12)		
	8 =	eight	= VIII	2	times		4	5	15	25	35	45
		nine			times			4	4	4	4	4
		ten			times			-	-	_		-
		eleven			times			9	19	29	39	49
1	2 =	twelve	= XII	-	imes			55	65	75	85	95
3	13 =	thirteen	= XIII		7 times			4		4		4
1	14 =	fourteen	= XIV						_	_	_	_
1	15 =	fifteen	= XV					59	69	79	89	99
(13)												
	7	17	27	37	47	57		67	77	8	7	97
	6		6	6		5		5	5	11	4	4
	_		_	_	_			_	_	<u> </u>	-	-
	- 18	3 23				(1:0)						
					2	(14)	2	15		Q	1 2	- 10
	5 -	+ ? = 6	8 -	+ 5	- 5	10	1 :		,	10	- 2	- 8
		-2 = 5	10 -	- 5	= :	12		_ 15		15	_ ;	= 10
	3 -	+ ? = 7	3 -	- 5	= 12	- 6	7	- 12	•	10	-	10

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NUMBERS AND NAMES.

In the following examples have pupils commit numbers with names.

(1)	(2)	(3)	(4)	(5)	(6)	(7)
UNIT.	PICTURES.	Sums.	CENTS.	DOLLARS.		
0 no unit.	0	3	5	3	15	50
1 one unit.	2	4	3	4	- 8	— p
2 two units	1	9	1	5		
3 three unit	s 3	6	10	6	= 7	= 45
e unico unic	2	3	2	1	(8)	(9)
	0	8	3	0	24 boys	
	1	2	5	2 —	9 "	— 30 ···
	5	3	10	3 -		
	4	1	_		15 "	= 10 ''
	3	0				
	2	1				
	10	-				

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ANALYSIS OF NUMBERS.

(26)	(27)
10 is 1 and 9, or 9 and 1.	10 less 1 is 9; 10 less 9 is 1.
10 is 2 and 8, or 8 and 2.	10 less 2 is 8; 10 less 8 is 2.
10 is 3 and 7, or 7 and 3.	10 less 3 is 7; 10 less 7 is 3.
10 is 4 and 6, or 6 and 4.	10 less 4 is 6; 10 less 6 is 4.
10 is 5 and 5.	10 less 5 is 5.

NUMBERS FROM TWENTY TO ONE HUNDRED.

(28)

The object of this lesson is to teach numbers from twenty to one hundred.

Take a package of ten sticks in each hand, and ask:

- T. How many packages in my left hand?
- P. One.
- T. How many sticks in one package?
- P. Ten.
- T. How many packages in my right hand?
- P. One.
- T. How many sticks in the one package?
- P. Ten
- T. [Brings hands together and asks], How many packages in both hands?
 - P. Two.
 - T. How many sticks in the two packages?
 - P. Two tens.
 - T. How many sticks in two tens?

[If no one can answer, say that two tens are called twenty.]

- T. How many sticks in two tens?
- P. Twenty.
- T. How many tens in twenty?
- P. Two.
- T. [Takes two packages in the left hand and one in the right, and asks], How many packages in my left hand?
 - P. Two.
 - T. How many sticks in the two tens?
 - P. Twenty.
 - T. How many packages in my right hand?
 - P. One.
 - T. How many in both?
 - P. Three.
 - T. How many sticks in the three packages?
 - P. Three tens or thirty.

ROBBY AND BERNIE SHARE THEIR LUNCH.

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Pupils now learn number of tens and number of ones in forty, fifty, etc.

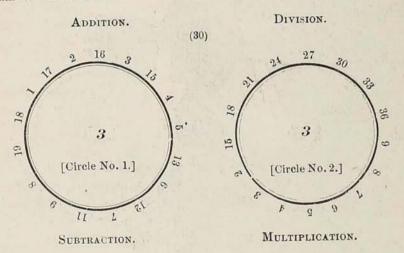
(29)

Call attention to the fact that the second syllable in each (ty) means tens, and that the first syllable denotes the number of tens. Twen means two; thir, three; for, four; fif, five, etc.

In developing an idea of the numbers eleven, twelve, thirteeen, etc.. do not require the pupils to count from one to eleven, one to twelve, one to thirteen, etc.; but begin with the number ten, the base of the decimal system, and develop each higher number by adding the requisite number to ten. Eleven is ten and one, twelve is ten and two, thirteen is ten and three, etc.

In teaching the meaning of the word thirteen, say that teen means ten, and that thir means three, and hence that thirteen means three and ten, the and being understood. Do not teach the error that teen means and ten, the and is not in the word thirteen.

Teach in a similar manner the meaning of fourteen, fifteen, sixteen, etc., showing that the four, fif, five, six, etc., denote respectively the number added to ten.



In circle No. 1, first add 3 to all the figures outside the circle. Second, subtract 3 from sums thus obtained.

In circle No. 2, *multiply* all the numbers outside the circle by 3. Second, *divide* product of all these numbers by 3.

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circle.



MARY'S PETS.

(31)

NUMERAL FRAME EXERCISE.

- T. You may tell me how many balls there are on this first line.
- P. There are 12 balls on that first line.
- T. What colors are they?
- P. Some are red, some white, black and blue.
- T. Now I shall put each of these colors together and separate them from the others. How many white balls are there?
 - P. There are three white balls.
- T. How many red ones? Black? Blue? [To these pupil answers as before.]
- T. There are 3 of each color, and there are 4 colors; let us count, one by one, and see the entire number.

[Papils count 1, 2, 3, and so on, to twelve.]

- T. 3 black balls, 3 white balls, 3 blue and 3 red ones, are 12 balls. Tell me how many 3's there are in 12.
 - P. There are four 3's in 12.
 - T. Now, how have I divided my balls?
 - P. You have divided them into 2's.
 - T. How many 2's have I?
 - P. You have six 2's.
 - T. How many times have I 2?
 - P. You have 2 six times.
 - T. What then is 6 times 2, or 2 times 6?
 - P. 6 times 2 = 12; $2 \times 6 = 12$.
 - T. And 2+2+2+2+2+2=12.

The teacher divides the balls into one 7, one 8, one 9, and 1so on with the remainder, such as one 8+4=12; one 9+3=12; one 10+2=12.

(32)

The board exercise should consist of a number of such examples as the following:

- 1. Six 2's = 12; two 6's = 12; three 4's = 12 four 3's = 12.
- 2. One 7+5=12; one 8+4=12; one 9+3=12; one 10+2=12.
 - 3. 4+2=6; 6+6=12; 6+4=10; 10+2=12.
 - 4. 2+9=11; 9+3=12; 4+8=12; 6+5=11.
- 5. 7 + 4 = 11; 9 + 2 = 11; 8 + 2 = 10; 7 + 3 = 10; 6 + 4 = 10.

Pupils copy these at first, then they find their own results.

6. 5+5=10; 2+8=10; 3+7=10; 4+6=10; 6+4 = 10.

7. 9+3=12; 8+3=11; 7+3=10; 6+3=9; 5+3 + 8.

8. 4+3=7; 3+3=6; 2+3=5; 1+3=4; 6+3= 9.

4+4=8; 5+3=8; 6+2=8; 9-1=8; 12-4=8. 9. 10. 11-3=8; 10-2=8; 6+5=11; 5+6=11; 8+2 = 10; 7 + 3 = 10; 5 + 4 = 9; 5 + 6 = 11; 9 + 3 = 12.

Moving the balls to the right of the person holding the frame, means addition; moving them towards the left signifies subtraction.

Moving around the pupils should have for slate work, in second haif of first year, such examples as the following:

1. 4+4+8+5-4-2+3+9-12+6+8-11+5-10 + 4 + 6 + 2 + 4 + 8 + 7 = ?

 $2. \quad 3 + 12 + 12 - 13 - 4 - 2 + 16 + 36 + 12 - 24 + 8 -$ 6 + 20 + 17 + 9 + 4 + 3 - 21 - 3 + 5 + 8 + 5 - 3 + 7 + 8

3. 12 + 7 + 4 + 1 + 12 + 6 - 3 - 5 - 8 - 3 + 7 + 5 + 2-7 + 13 - 5 - 2 + 7 + 3 = ?

4. 13 + 7 + 3 + 5 + 8 - 12 - 4 + 3 - 2 + 8 - 5 + 3 + 6-5+3-2-3+5+8=?

19 + 21 + 3 + 5 - 3 = ?

(33)

MULTIPLICATION TABLES .- TAUGHT BY THE NUMERAL FRAME.

Take columns of 2's from top to bottom of the Numeral Frame of 12 square.

Show how two 2's, or $2 \times 2 = 4$. This takes first and second lines. Third line and we have $2 \times 3 = 6$, also $3 \times 3 = 9$, $3 \times 4 = 12$, $3 \times 3 = 9$ 5 = 15.

Follow the same process with each of the other tables.

No way can surpass this in learning the tables and putting them into practice.

The following has been found an admirable plan:

Take for a multiplicand 987,654,321, multiply this first by 3, then by 4, 5, 6, 7, 8 and 9; this serves the great work of learning the tables. When these should be learned, how many in a quarter, and the order that should be followed, is an open question. We believe if the Numeral Frame be used, and after that the practical example worked as above, a child of seven or eight years can easily understand the process.

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EXERCISE IN NUMBERS TO FORM CERTAIN RESULTS.

T. In how many ways can you form 20?

P. 10 + 10; 15 + 5; 5 + 5 + 5 + 5; 18 + 2; 16 + 4; 13 + 7; 14 + 6; 12 + 8; 11 + 9; 40 - 20; 35 - 15; 30 - 10; 25 - 5; 23 - 3; 40 + 2; 100 + 5; 60 + 3; 80 + 4; 200 + 10.

In the same manner find in how many ways you can form 25, 30, 17, 19, 16, 50, 75, 100, 200, 125, 150, 175, 185 and so on.

If pupils understand from the beginning that 2 + 7 = 9, 6 + 3 = 9, 8 + 1 = 9 in his various additions throughout any of the periods, he will not be puzzled in any of them. He will know at a glance that 32 + 7 = 39, 65 + 4 = 69, 86 + 3 = 89, etc.

(34)

MENTAL EXERCISES IN FIRST AND SECOND GRADES.

- T. Mamie, how much did you pay for your slate?
- P. I paid 5 cents for my slate.
- T. Jennie, how much did you pay for your slate?
- P. My slate cost 5 cents, too.
- T. Class may now tell me what the slates cost.
- P. If Mamie's slate cost 5 cents and Jennie's the same, both slates cost the sum of 5 cents and 5 cents, which are 10 cents.
- T. Papa gave 2 apples to me, 3 to my little sister, 3 to Eddy and 5 to mamma; how many apples did papa have before he divided them?
- P. He had the sum of 2 apples, 3 apples, 3 apples and 5 apples, which is 13 apples.

According to this solution write the answers to the following:

- 1. If my hat cost \$3, Lizzie's, \$2, and Maude's, \$2, how much was paid for the three?
- 2. If my Language Book cost 25 cents, my Mental Arithmetic, 25 cents, my Reader, 40 cents, and my Speller, 25 cents, how much did I pay for all?
- 3. The following are the books I have and their prices: Catechism, 5 cents, Reader, 40 cents, Slate-Work, which includes Arithmetic, Language and Letter-Writing, 25 cents. What is the amount of my bill?

(35)

4. If my board per year costs \$100, my clothes about \$60, my schooling \$20, my books about \$3, my presents \$10, my traveling expenses \$5 and my spending money \$10, how much do I cost my papa and mamma in a year?

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t \$60, my y traveling at my papa 5. Thomas paid 10 cents for marbles, 5 cents for apples, 20 cents for tablet, pencil and eraser, 15 cents for a slate, and had 60 cents left. How much had he at first?

6. My three brothers were out shooting. One shot 10 birds, the second shot 13, and the third shot as many as the other two. How many did they all shoot?

'Henry's mamma sent him to market; told him to pay 20 cents for new peas, 10 cents for lettuce, 40 cents for new potatoes, 75 cents for steaks, 50 cents for fresh butter and 50 cents for strawberries, and he had 55 cents left. How much did his mamma give him?

Note.—If pupils can write they should, throughout the Second Grade, be able to make up such examples as the above, and it is necessary that they begin this sort of composition at once, as it is only in this way that we can be sure that they understand their work. Those who do the best are rewarded by their efforts being placed upon the board for the others to copy and solve, as the latter cannot do their work properly.

As parents often ask their children to add up "pass book accounts," the following bills should be presented to the children as early as they can possibly attend to them, teaching them to add the dollars first, then the ten column, and lastly the unit column:

	(36)	
(1)	(2)	(3)	(4)
\$1.15	\$1.30	\$2.25	\$1.25
3.40	.05	1.60	.05
.05	.18	.14	. 25
.75	1.25	.06	2.00
1.60	,10	1.80	1.25
2 35	1.00	.65	.35
.60	.80	2 00	1 55
3.25	.45	.35	2.15
4.00	1.50	1.07	3.20
.70	.40	1.80	.85
		-	
\$17.85	\$7.03	\$11.72	\$12.90
(1)	(2)	(3)	(4)
\$14.00	\$4.00	\$8.00	\$10.00
3.70	2.80	3.40	2 50
.25	.28	.32	.40
-			
\$17.95	\$7.08	\$11.72	\$12.90

(37)

U. S. MONEY.

Write on the board 10, 20, 30, and so on to 90. Pupils see that the figure at the left of the 0 denotes the number of 10's. If asked the number of 10's in 20, they will readily answer two, in 40, four, and so on.

Write 150 on the board; let the pupils tell that the 1 shows the number of hundreds, 5 the number of tens, and 0 the number of units. This exercise can be continued throughout a series of such numbers.

Try to be supplied with the smaller pieces of money in coin. Have pupils tell how many cents in a dime, dimes in a dollar, and so on. They can tell the different parts of a dollar, as 5, 10, $12\frac{1}{2}$, 15, 20, 25, $37\frac{1}{2}$, 50, and 75 cents.

This exercise affords great variety. Pupils now learn the following table:

Table.

10 mills (m.) are 1 cent, c. or ct.
10 cents are 1 dime, d.
10 dimes are 1 dollar, \$.
\$1 = 10 d. = 100 c. = 1000 m.

(38)

LONG MEASURE.

Each pupil should have a six-inch rule. In the absence of this draw a line on the blackboard, 6 inches long, ruling it across into 6 parts; then draw a number of lines of various lengths—vertical, horizontal and oblique. Have pupils guess their lengths, afterwards let them measure them; then let pupils measure the side of the room, the two ends, the height and width of the windows, the doors, and, if possible, from the floor to the ceiling. During recreation hours let them measure the yard. Have them bring you from home exact measures that they have ascertained. Let them now make on the board a line 1 inch long, then one 12 inches, or 1 foot, another 3 feet. If possible show them the length of $16\frac{1}{2}$ feet. Then teach them the following table:

Table.

12 inches (in.)	are 1 foot,	ft.
3 feet	are 1 yard,	yd.
5½ yards	are 1 rod,	rd.
320 rods	are 1 mile,	m.
1 m, = 320 rd	s. = 5280 ft.	

(39)

DRY MEASURE.

Have children bring in a pint, quart, peck and bushel measure. Try to be supplied with something to use in them as grain. Show them how much corn will fill a common pail; then show them how many pints in a quart, in a peck, in a half peck, in a bushel and in a half bushel; then have them find how many pecks in 8 quarts, in 16 quarts. Next show them the difference between a quart of water and a quart of corn. And now they are ready to learn the

Table of Dry Measure.

2 pints (pt.) are 1 quart, qt. 8 quarts are 1 peck, pk. 4 pecks are 1 bushel, bu. 1 bu. = 4 pks. = 32 qts. = 64 pts.

(40)

LIQUID MEASURE.

A gill, a pint, and a quart measure, with a bucket of water, will exemplify this table. Let the children measure the water themselves, then have them memorize the following:

Table.

(41)

AVOIRDUPOIS WEIGHT.

A pair of grocer's scales and balance will supply the wants of this table. Have parcels of sand, oats, sawdust, cotton, and so on, each a pound weight. Let pupil take the pound weight in one hand and the parcel in the other and tell which seems the heavier. Then let him take a pound of sand and a pound of cotton, take the ounce weight and show that it would take 16 ounce weights to balance the pound weight.

Let them now guess the weight of a gallon of water, a peck of oats, a quart of sand.

Tell them to get themselves weighed and have their companions guess their weight. Then teach them the following:

Table.

16 drams (dr.) are 1 ounce, oz.
16 ounces are 1 pound, lb.
100 pounds are 1 hundred weight, cwt.
20 hundred weight are 1 ton, T.

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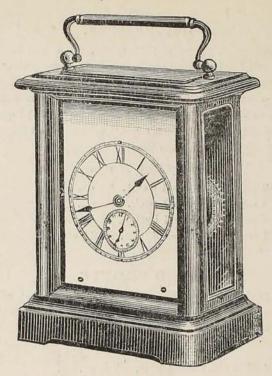
id so on.

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Here is a clock. Let us find the third way of writing I. This is what we call a Roman number, and as you see, all numbering on the face of the clock is in Roman letters, as you have in your exercise No. 9.

Now let us count, going around towards the right. See, we have I, II, III, IV, V, VI, VII, VIII, IX, X, XI, XII. Now you know the long hand is called the minute hand and the short one the hour hand. If the short hand is at XII and the long one at I, we say it is five minutes after XII. You see how this is. The short lines in the border count one number each. Counting, we find five; counting all around the clock we find sixty of these lines, or sixty minutes. Counting our Roman letters, we have only XII, and between each Roman number there are five minutes. By the time the long hand goes around the face of the clock and gets back to its starting point, it has counted sixty minutes, or an hour. By the time the short hand would have done the same it would have taken twelve hours. First we shall learn the hours and minutes, then we shall talk about the seconds, and in time you will know how to write:

- 60 seconds make a minute,
- 60 minutes make an hour,
- 24 hours make a day,



THE ANGEL GUARDIAN.

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e have I, know the our hand. five minne border round the nting our n number i the face ated sixty done the the hours a you will

- 7 days make a week,
- 4 weeks, and
- 2 or 3 days make a month,
- 12 months make a year.

(42)

RULES FOR ROMAN NOTATION.

- 1. Repeating a letter, repeats its value, thus: XX=20.
- · 2. When a letter is placed after one of greater value, its value is to be added to that of the greater, thus: VI=6.
- 3. When a letter is placed before one of greater value, its value is taken from that of the greater, thus: IV=4.
- 4. When a letter of any value is placed between two letters, each of greater value, its value is taken from the sum of the other two, thus: XIV=14.
- 5. A bar or dash, placed over a letter, increases its value one thousand times, thus: $\overline{X}=10,000$.

(43)

SYNOPSIS.

2, Sum or Amount. 1, Addition. Definitions 3, Sign of Addition. 4, Sign of Equality. 5, An Equation. 6, Members and terms Principles 1 and 2. of an Equation. ADDITION. 1, Sign of Dollars. 2, Use of the Additions Period. 3, Number of places for Cents. 4, Mode of expressing Cents. 5, How Dollars and cents. to arrange for Addition. Rules I, II, III. Proof.

The first instruction in the method of Roman notation should be given in the reading lesson.

(44)

HINTS CONCERNING THE FOUR RULES.

Addition.

The rule for addition may be deduced from the process thus: What is the first step in solving a written problem in addition? "Write the numbers, so that figures of the same order shall stand under each other." Write what numbers? "Write the numbers to be added." Is it proper to say "figures of the same order?" "It is not." What is proper? "Figures denoting units of the same order." Can two or more numbers be written under each other? "They cannot; but they can be written in the same column." What then is the correct rule?

"Write the numbers to be added, so that figures denoting units of the same order shall stand in the same column, and write the sum, if less than ten, underneath."

Can we add a figure to the next column? "No, we add the number denoted by the left-hand figure."

What do we do when we add the left-hand column? "We write the entire sum."

How do we prove addition? "Add the column downward."

(45)

Subtraction.

Whatever method may be employed in taking a higher figure in the subtrahend from a lower one in the minuend, the term borrow should never be used; no borrowing is done in any of the many methods.

(46)

MULTIPLICATION.

First lessons in multiplication should contain one figure in the multiplier and no carrying. In the second have one figure in multiplier but let one or more of the products exceed 9. In the third lesson let the multiplier be two figures. In the fourth let the multiplier contain one or more 0's. In the fifth lesson let the multiplicand or multiplier, or both, end in 0's.

DIVISION.

Teach the long division rule first. Begin with 2 for a divisor, and continue until you have reached 12's. By this time children will be able to divide by any two figures that may be given them.

(47)

DRILLS IN RAPID COMBINATIONS.

Take Numeral Frame, move 4 balls to the right, 9 more, 3 more, move 10 to the left, 13 to the right, 5 to the left, add twelve 3's or one 3 from each line, and your slate exercise will read:

$$\begin{array}{c} 4+9+3-10+13-5+12=?\\ 17+9+15-23+7-6+9\times3+2\div3=?\\ 25+17+19-25+6-23+4\times5+12-10+3\times2=?\\ 29+13+4-6+17-19+3\times7+1\div5=?\\ 34+12+17-13+11-18+6\times7+16-13+4\times5=?\\ 35+14+3-29+16-15+7\times3+17-12+9\times3=? \end{array}$$

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REVIEW QUESTIONS.

NUMBER.

- 1. What are the first examples in your slate work?
- 2. How does the 4th differ from the other three?
- 3. What do we find in the 8th example?
- 4. What does the 9th example begin?
- 5. What do you find in Nos. 13 and 14?
- 6. What do you see new in No. 17?
- 7. What is new in No. 24?
- 8. Can you imitate No. 26?
- 9. What do you learn in No. 28?
- 10. What is added in No. 29?
- 11. What is the object of the circles found on pages 65 and 66?
- 12. Can you write a dialogue like the one on page 48?
- 13. What is the object of No. 31? Of No. 32?

Before beginning No 33, how many of the multiplication tables do you know?

- 14. Can you analyze the examples given under No. 34?
- 15. Why do you like No. 35?
- 16. How many such examples as are found in No. 36, have you been called upon to sum up?
 - 17. Do you know the different parts of a dollar?
 - 18. What do you know about Long, Dry, and Liquid measure?
 - 19. Tell all you can about the Avoirdupois weight.
 - 20. Can you give the meaning of 13, 14, 15, and so on?
 - 21. What have you learned about the expression borrowing?
 - 22. Give the five steps in Multiplication.
 - 23. How much have you learned about Division?
 - 24. Do you know anything about Fractions?
 - 25. Do you work neatly, correctly, clearly and rapidly?
- 26. What tables can you repeat from memory at the end of the Second Grade?
 - 27. How much has this little book taught?
 - 28. Can all in your class tell the hour by the clock?
 - 29. Can you compose your own examples?
 - 30. Do you analyze well?



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PETER DENYING THE LORD.



"THE CROWNING OF THORNS."

[See pages 51 to 53.]

Language Manual,

PART II., SECTION II.,

CONTAINING

EXTENSIVE RULES

IN

ORTHOGRAPHY, ETYMOLOGY

AND

SYNTAX.

VARIOUS EXAMPLES IN EACH OF THESE DEPARTMENTS.

RULES FOR PUNCTUATION FROM VARIOUS SOURCES;
PRINCIPLES OF PRONUNCIATION FROM WEBSTER;
LETTERS OF THREE GRADES AND RULES FROM
SAME. THIRTY ILLUSTRATIONS FOR COMPOSITIONS AND NEARLY TWO HUNDRED QUESTIONS FOR REVIEWS.

ARRANGED BY

SISTERS OF ST. JOSEPH,
MOTHER HOUSE, CARONDELET, MO.

"The study of WORDS is the study of Philosophy."

Copyrighted 1889, by Sisters of St. Joseph.

ee pages 51 to l



"CHRIST WALKING UPON THE SEA."

[See page 66.]

PREFACE TO PART II., SECTION II.

Having disposed of our first issue or edition of the Language Manual, and knowing its advantages and disadvantages to teacher and pupil, we found that we needed Part I. This need was supplied just as our first edition of the other book had run out. The Teacher's Edition was still waiting to be bound, but Part I. suggested many new things for Part II. In the former, we account for the part of the word known as the "family name," and then add the letters necessary for the new word. Advancing in our words we have dissyllables, trissyllables, polysyllables, and so on. These words must be analyzed into syllables; the syllables into sounds; and then the meaning of a word as a whole must be given. We are advised not to pay much attention to the meaning of the parts, as they often differ widely from the whole; but we see that children in Liverpool, Dublin and London are using language books that introduce exercises in Etymology into the Third Grade, and to make our system complete, we find that we must take some step in the same direction. Bright calls for vowels, consonants. prefixes, suffixes, roots. Our School Manual gives us this grammar to direct us, hence the result. He hints, we must work.

Many of our best and most experienced teachers are in favor of dispensing with a Speller as a text-book until the Fifth Grade, when they believe pupils are to take up the "Scholars' Companion" or some such Etymology. Others think a Speller indispensable. The former being more numerous, we have arranged our selection for them. They think that our method of teaching Language should satisfy all the spelling that children in the lower grades can attempt.

We have Object Lessons and Science Lessons, which must be taught from the Board as dictation exercises; pupils copy them all; in doing so they spell. Letters must be copied and written from imagination or necessity; this is spelling. Catechism, Reading, Geography,—must be written almost daily. What is this? Stories are called for, outlines, autobiographies, history: again this is spelling. Pictures must be described, trees, flowers and so on: spelling again.

Now in order that oral work in this branch be not entirely laid aside, and that at the same time it may be taught intelligently, going from the whole to the parts, we selected some words from the "Scholars' Companion," as also from some Language Manuals published "across the sea." From these we arranged very profitable exercises for the spelling of Third and Fourth Grades.

The present section it will be seen allows sixteen Topics for each year and twelve lessons for each topic, thus giving for each quarter forty-eight lessons. This gives about one lesson each school day. Besides the matter called for in these lessons, the teacher must be

[See page #

directed by her guide to Section II., and the order of work or guide to the pupil. Both of these refer to our first book or Section I.

The two parts in one book may for a while be a little awkward, but it is a feature that we cannot now avoid.

The Science Lesson can be taught to the pupil only by dictation, and for many reasons this is by far the best way. The questions appear on the board one day, and are copied; the answers follow the day after. Subjects are selected in the same way from Sheldon for Object Lessons and copied by the pupil, to be accounted for when the teacher finds time. We might have given some exercises in this book, but it would only needlessly multiply pages.

The Analysis of Words; words placed in little squares for the diacritical marking; Rules for Pronunciation and Capitals, through the thirty-ninth principle of Pronunciation. The Complete Parsing Exercises; the selection from various sciences, such as Reading, Dictation exercises, Catechism and so on; the subordinate elements, so as to have the pupils familiar with them all. This is more than enough to keep the pupils of this grade occupied. The Seventh Grade will find their work in an arrangement made elsewhere. The use of Synonyms is very desirable, and should be given in each grade as Bright calls for them. If two were taken each week even, the children would know at least that there were such things, and when in the Seventh Grade they are taken up as a study with other branches, they will not be entirely strange.

Finding that the description letters are too much for the imitation of children of Fifth Grade, and that those in the higher grades do not care to descend to work marked two or three years below them, we have taken the cuts, the outlines of composition, the examples of style, the additional synonyms given in Teacher's Edition, together with a list of Review questions, so that they will form the basis of their examinations, then those who are able to do such letter-writing as we have in Fifth Grade will or must attempt it. Thus this part of the Letter-Writer will do work that it has thus far slighted. This present part is then for Third, Fourth, Fifth and Sixth Grades.

Many may say that this book does not "supply a need." Perhaps not, to those who are not following our School Manual, but to those who are, which, among the many books on Language, that are now in the market, gives the pupil any idea of what is called for by O. T. Bright?

Could we have succeeded with the *Hand-Book*, the following pages would never have appeared. May He, whose heart is filled with love for the little ones, bless this book for their benefit, and may the sweet, tender Mother of Nazareth, do for this attempt in her honor all that will make it useful and interesting to our devoted little pupils.

MOTHER HOUSE, CARONDELET, Dec. 8, 1889.

WHAT ETHEL FOUND IN HER STOCKING.

[See page 66.]

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HOW GRANDMA WAS SURPRISED.

REVISED EDITION OF LANGUAGE MANUAL

THIRD, FOURTH, FIFTH AND SIXTH GRADES.

First Edition remains unchanged and follows this. It is to be used in connection with this, as directed by "Guide."

THIRD GRADE

Pupils have now reviewed First and Second Grades—what is in Part I., as well as the pages of this book. In addition to this they have gone through seven topics of Third Grade, to become well initiated in the work before they are required to begin their Blank-Book exercise. This we give below, and that we need not interfere with the outline, the questions will end each topic.

Bright, in his Hand-Book, gives about five topics in each year or grade. We will give sixteen, thus allowing four topics to each quarter. Now, as there are ten weeks to each quarter, including the examination week, we will have for each topic about ten or twelve lessons; hence, the lessons you will find marked under each topic. Considering that one-half of these lessons are in Part II., Section I., we shall now introduce a new topic, and one that must, for a time at least, be at the option of the teacher.

As we begun our Language by accounting for every letter in our words, and tracing in each new word what we have seen in its predecessors, we know of no way better to continue our work. In order to do this, we must introduce the teaching of Etymology in its simplest form. Now, as this is not called for by Bright, it cannot be compulsory; but we know that the teacher who believes in a system, will see the necessity of accounting for the relationship in words of two, three or four syllables as well as in words of one syllable.

TOPIC I.-Lesson I.

[See pages 1, 2, 3, 4 and 5 of Section I.]

This is, as is seen, set apart for a general review of all preceding work, and to assure its being well done, we have the Review Questions to ply the subjects thoroughly.

In the following topic we give definitions which will take most of the twelve lessons called for in this topic.

TOPIC I.-Lesson II.

Definitions.

A noun is a name.

A pronoun is a word used instead of a noun.

[See page 54]

An adjective describes or limits a noun or pronoun.

A verb shows being, action or state.

An adverb qualifies a verb, an adjective or another adverb.

A preposition shows the relation between words.

A conjunction connects words and sentences.

An interjection expresses sudden and strong emotion.

Then you will learn the lists of adverbs, conjunctions, prepositions and interjections.

Syntax treats of all the above words, showing us how to place each of the parts of speech in its own place in the sentence. Syntax issentence making.

Etymology shows the origin of words.

Aside from proper nouns, and words formed by the inflection of verbs, nouns and adjectives, our language has over fifty thousand words.

The above are the classes into which most of the words are-

TOPIC I.-Lesson III.

Some nouns are derived from verbs; as "to love," "to visit," "to survive," etc.

In many cases it is hard to know whether the noun is derived from the verb or the verb from the noun; as "love, to love," "hate, tohate."

Verbs are sometimes derived from nouns, adjectives, and sometimesfrom adverbs.

From the noun salt, "to salt;" from the adverb forward, "to-forward;" from short, "to shorten," etc.

Adjectives, showing the material out of which things are made, are derived from nouns by adding en, as woolen, wooden.

Adjectives denoting plenty, but with some kind of diminution, are derived from nouns, by adding some, as lightsome, toilsome, etc.

Adjectives denoting want, are derived from nouns, by adding less, as careless, toothless.

Adjectives denoting likeness are derived from nouns, by adding ly.

TOPIC I.-Lesson IV.

[See pages 5 and 6, Section I.]

Some adjectives are formed from other adjectives by adding ish as whitish, childish, etc.

Answerable, changeable, etc., are formed from nouns, to signify capacity.

Length and height are formed from the adjectives long and high.

Then we have such nouns as highness, comeliness, softness, whiteness, etc.

Most of our how words are formed from adjectives, as badly, coldly, kindly, etc.

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TOPIC I.-Lesson V.

[See pages 7 and 8, Section I.]

Note the following nouns: stewardship, office, partnership, employment, hardship, condition. Slavery, foolery, prudery; the ery signifying action or habit.

Wick, vick, and dom, denote dominion, jurisdiction or condition, as dukedom, kingdom, freedom.

Nouns ending in age, or ment, come from the French; as usage, commandment.

Diminutive nouns are such as lambkin, gosling, duckling, hillock.

We have very few primitive words, the derivatives form much the greater number.

Derivation is that part of Etymology which treats of the origin and meaning of words.

TOPIC I.- Lesson VI.

Words are either primitive or derivative.

A primitive word is in its simplest form.

A derivative word is formed from the primitive in three ways:

- 1. By the addition of letters or syllables.
- 2. By the omission of letters, or contraction.
- 3. By the exchange of equivalent or kindred letters.

Words that have prefixes or suffixes are examples of the first process.

A prefix is an inseparable preposition, prefixed to a word to vary or modify its meaning; as mis in mistake, ab in absolve, etc.

A suffix is a particle added to a word to modify or vary its meaning; as en in lengthen, fy in purify, ise in signalize.

TOPIC I.-Lesson VII.

The meaning of a word may be primary or secondary.

The first is its original meaning. There may be several secondary meanings.

In treating of the Etymology of words we first look to their formation, if original in our language. Then we trace their relationship on the very same principle as Johnny Jones learns the different members of the at, ay, ound, end and ink families. After, we follow these roots, or families on, until we ford, not only out of the immediate family, but entirely on the opposite side.

TOPIC I - Lesson VIII.

[See pages 9 and 10, Section I.]

Then, too, new members are continually entering the various families of words, just as people-in-law enter our families.

This is called the manufacturing of words.

As members of various families change their baptismal names for ones more in accordance with their own tastes, or with those of others, so prefixes are changed or added. And as many of our good old country names have become what is called "Yankeefied," so the prefixes of words change. But as we are not to dive down to the bottom of Etymology until we grow a little older, it is enough for us to know that after we have learned a few hundred words, there are all the rest of the more than fifty thousand to be disposed of.

TOPIC I.-Lesson IX.

The study of words should be full of interest to us. We are told that there is more of true history to be learned in the pages of a dictionary, than can be found in the written annals, which are always more or less biased. Another man tells us that the study of words is food, strength and life.

Our Lord says to the Pharisee: "By thy words thou shalt be justified, and by thy words thou shalt be condemned."

If we take care to learn the roots, suffixes and prefixes of words, there will be little need of a dictionary.

Later on, in the Seventh and Eighth Grades, we shall distinguish between the words that should be used and those that are but too often abused.

TOPIC I.-Lesson X.

[See page 16, Section 1.]

We have been using, and shall continue to use, according to Bright, words spelled differently, but pronounced alike.

Children are very often apt to ask why we have so many of these words. They might as well learn the answer to this question at once:

Our words are derived from so many languages—take for example, that given in the Scholar's Companion. From the Saxon beorean is derived the English word bark, the noise of a dog. The covering of a tree derives its name from the Danish word bark. The French word barque, gives us the name applied to a kind of vessel. Such words are called paronymous.

In the exercise having words pronounced exactly alike, pupils should endeavor to use as many as possible in the same sentence. We must, however, avoid making sentences clumsy, by not applying the words gracefully.

TOPIC I.-Lesson XI.

WORDS PRONOUNCED EXACTLY ALIKE.

Arrear, what is unpaid.
Discreet, prudent.
Lea, a meadow.
Leaf, part of a plant.
Meed, a reward.
Queen, a king's wife.
Reek, to emit vapor.
Seer, a prophet.
Sear, to burn.

Arriere, last body of an army. Discrete, separate.

Lee, opposite to the wind.

Lief, willingly.

Mede, a native of Media.

Quean, a worthless woman.

Wreak, to inflict.

Cere, to cover with wax.

Seer, name of a mountain.

TOPIC I.-Lesson XII.

[See Topics I. and II., Section I.]

Review as teacher may find necessary.

QUESTIONS.

First Topic, Third Grade, or the first, second and part of the third weeks of first quarter of this grade.

ON THE REVIEW.

- Can you give reasons for making the connections called for by No. 11, of First Grade?
 - 2. Do you understand thoroughly the kind and how words?
- 3. Are you familiar with the changing of the subject from a name word to a word used for a name word?
- 4. In copying from your Reader, Catechism, Letter-Writer, or even from the board, do you endeavor to avoid all errors in Capitals, Punctuation Marks, and so on? Do you copy exactly?
- 5. How many words pronounced alike but spelled differently, can you use in the same sentence?
- 6. How many times have you handed in corrections of errors heard in and around the school-room?
 - 7. How many abbreviations can you write out in full?
 - 8. What sort of a letter are you able to write?
- 9. How many irregular verbs are you able to write with the past, the present and future?
 - 10. Do you understand all that Part I. teaches about the Verb?
- 11. To prove this, write five of each of the following kinds of verbs: Regular, Irregular, Transitive, Intransitive. Show the difference between a being and state word.
- 12. Write a sentence in the *present*, one in the *past*, and one in the *future* tense.

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- 13. Write five verbs in the progressive form.
- 14. Write a short dialogue illustrating the nominative forms.
- 15. Do you remember all of Exercise XIX., Second Grade, Part I.? If so there is no need of asking anything further concerning possessives?

ON THE ROOTS, PREFIXES AND SUFFIXES.

- 16. Give examples of verbs derived from nouns.
- 17. Of nouns derived from verbs.
- 18. Of adjectives derived from nouns.
- 19. What can you say of such words as oaken, woolen?
- 20. What sort of adjectives end in en? In ful? In less? In ly?
- 21. What can you say about such words as answerable, changeable?
 - 22. How are length and height formed?
- 23. When the syllable ness is added to an adjective, what kind of word is produced?
 - 24. What is the meaning of the suffix ship?
 - 25. What does the prefix ery signify?
- 26. From what language are words ending in ment and age derived?
 - 27. What are diminutive nouns?
 - 28. What is said of the number of our primitive words?
 - 29 Of that of our derivative words?
 - 30. Give the three ways of forming derivatives.
- 31. To which class do words which have prefixes and suffixes belong?
 - 32. Define prefix, suffix, derivative or root.

TOPIC II.-Lesson I.

[See page 7, Section I.]

Review: Nominative, objective and possessive forms.

TOPIC II.-Lesson II.

Place in sentences the following words:

accept	except	arrant	errent	parish	perish
access	excess	carat	caret	radish	reddish
affable	effable	catch	ketch	salary	celery
tarrier	terrier	expanse	expense	abolition	ebullition
affect	effect	extant	extent		
assay	essay	muscat	musket		

If children have no means of finding the definitions of the above words, they might be given to them some time before this lesson, as a dictation exercise, or let the following form the next lesson:

TOPIC II.-Lessons III to V.

DEFINITIONS TO LESSONS II.

To find the word the numbers are mixed, so as to make the pupil think.

- 1. Ready to converse.
- 2. A mark in writing.
- 3. A small weight.
- 4. Infamous.
- 5. To test, to try.
- 6. Consequence.
- 7. To omit, or leave out.
- 8. An approval.
- 9, Abolishing.
- 40. A boiling.
- 11. More than enough.
- 12. Ready to converse.
- 13. Utterable.
- 14. To move the passions.
- 15. Consequence.
- 16. To attempt.
- 17. Wandering.

- 18. A small weight.
- 19. A small gun.
- 20. A sweet grape.
- 21. Space, length.
- 22. In being.
- 23. Cost.
- 24. An extension.
- 25. A kind of vessel.
- 26. To seize.
- 27. A district.
- 28. To die.
- 29. An eatable root.
- 30. Somewhat red.
- 31. A sort of dog.
- 32. A delayer.
- 33. A vegetable.
- 34. Wages.

TOPIC II.-Lesson VI.-Dictation Exercise.

Dictation exercise read to the pupil to test his memory and correct-

Words with more than one meaning.

- 1. Brazier, a worker in copper; a pan to hold coals.
- 2. Brake, a fern; a plant.
- 3. Box, a case or chest; a slap on the ear; to fight with the dists; the lever by which a pump is worked.
 - 4. Caper, to skip; the fruit of a plant.
 - 5. Cataract, a waterfall; a disease of the eye.
 - 6. Collation, comparison; a repast between meals.
 - 7. Concordance, agreement; an index to words in the Bible.
- 8. Crane, a long-legged bird; an engine to raise a weight; a bent tube to draw liquor out of a cask.
 - 9. Cue, a braid of hair; a suggestion; a turn of wind.
 - 10. Down, soft feathers; an open plain; not up.
 - 11. Draw, to drag; to delineate.
- 12. Fellow, an associate; one of a pair; a mean wretch; a trustee of a college.

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ne above on, as a 13. Ferret, a sort of weasel; a kind of narrow ribbon; to drive out of a lurking-place.

TOPIC II.-Lesson VII.-Corrections.

Correct the following, and give reasons for your corrections:

- 1. You all'az do that; now, I don't want you to do it no more.
 - 2 I'm coming bimeby.
 - 3. That is a bran new dress.
 - 4. I'll let that feller see!
 - 5. I knowed it would be just alike that.
 - 6. Lemme have that ere pencil.
 - 7. See the pletes on her dress.
 - 8. Outch, that hurts.
 - 9. Look at that Injun.
 - 10. It's right on the herth.
 - 11. Come up to the cupelow.
 - 12. Santa Claus came down the chimbley.
 - 13. Gether up the chalk.
 - 14. I hate those niggers.

TOPIC II.-Lesson VIII.-The Verb.

Write the present, past and future of the following irregular verbs: Go, see, bring, take, grow, bear, am, treat, beseech, bid, buy, come, crow, do, sing, shone, lean, make, weave, use, run, saw, shoe, lie, wear, pay, leave, smite.

Lesson IX.-Punctuation and Abbreviations.

[See page 18, Section I.]

Write the Rules of Punctuation to the 20th.

Fill out the abbreviations that you have learned.

TOPIC II.-Lesson X.-Letters.

[See Topic XIII., page 18, Section I.]

Apply these rules in at least ten sentences.

Write a letter similar to the second of this grade.

TOPIC II.-Lesson XI.-Spelling.

Write the Rules for Spelling that you learned in Part I., and give examples.

TOPIC II.-Lesson XII.--Definitions.

General Review of Topic II.; also of Definitions on Letter-Writing, pages 12 and 17, of Part I.

- 1. Write three dialogues, one on the Nominative, one on the Objective and one on the Possessive forms.
- 2. Place in sentences, salary, ebullition, parish, extant, effect, affable and caret.
- 3. How many of those words can you recognize by their defini-
- 4. Give the meanings of the following: brazier, caper, crane, cue, draw, ferret, fellow, concordance, cataract.
- 5. Write five sentences illustrating Rules 3, 4, 5, 6, 10 and 19, of Punctuation.
- 6. Write in full the following abbreviations: H. M. S.; I. N. R. I.; I. H. S.; L. L. I.; M. P. C.; Fahr.; D. G.; J. P.; H. B. M.; G. P. O.
 - 7. Write a dialogue on Third Letter, Third Grade.
- 8. Write the names of all the months of the year, the days of the week, and the principal streets of your city.
- 9. Write the names of the children in your room, the streets on which they live, and their number, if you know it.
- 10. Write ten different kinds of proper name words, and their abbreviations.
- 11. Write a full description of three of your companions, so that if they were lost, your account would identify them.

TOPIC III.-Lesson I.-Derivation.

In First Grade we learned the families of a large number of words. These were mostly of one syllable. Now we must learn words of two or more syllables, and we shall find that they, too, can be very conveniently "housed up" into families.

You remember what we said in our first lesson about persons changing names? Well, keep this in mind through these lessons. That at first will appear tiresome.

THE FIRST METHOD OF FORMING DERIVATIVES.

ROOT.	DERIVATIVE.	ROOT.	DERIVATIVE.	ROOT.	DERIVATIVE.
erack eromp grum	crackle crumble grumble	nib pose drib	nibble puzzle dribble	grip prate rank	grapple prattle rankle
curd	curdle	fond	fondle	roam	ramble
hack	hackle	game	gamble	rough	ruffle
nest	nestle		3		

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TOPIC III.—Lesson II.

DIMINUTIVE NOUNS.

ROOT.	DERIVATIVE.	ROOT.	DERIVATIVE.	ROOT.	DERIVATIVE.
bird	birdie	stop	stopple	pest	pester
hand	handle	tread	treadle	whine	whimper
nib	nibble	wand	wander	shoot	shuttle
ruff	ruffle	hang	hanger	steep	steeple
spit	spitten	gird	girdle	thumb	thimble
climb	clamber	lade	ladle	gleam	glimmer
seat	saddle	round	rundle	long	longer
spin	spindle	beat	beaten		

TOPIC III.-Lesson III.

NOUNS FORMED FROM THE PAST PARTICIPLE OF VERBS.

ROOT.	DERIVATIVE.	ROOT.	DERIVATIVE.	ROOT.	DERIVATIVE.
feigned	feint	weaved	weft	graffed	graft
waned	want	shrived	shrift	deserved	desert
rended	rent	sieved	sift	mayed	might
weighed	weight	waved	waft	cleaved	cleft
gived	gift	cooled	cold	thieved	theft
haved	heft	joined	joint	drived	drift
flowed	fiord	bended	bent	held	hilt
frayed	freight	gilded	gilt		

TOPIC III.-Lesson IV.

See Prefixes on following page.

TOPIC III.-Lesson V.

Contra and counter signify against or opposite.

De signifies from or down.

Dia signifies through.

Di, dis, signify two.

e, ex, suf, out, as, dis, not.

PREFIX	X+	DEFINITION.	PREFIX,	DEFINITION.
Cont	ra - dict,	to speak against.	Di - tone,	an interval of two
Coun	ter - act,	to act against.		sounds.
Dia -	meter,	line passing through a circle.	Dis - syllable,	a word of two syl- lables.
E - n	nigrate,	to move out.	Dis - similar,	not similar.
Ef-	fluent,	flowing out.	Dis - band,	to unband.
			Ex - port.	to carry out of port.

TOPIC III.—Lesson VI. in, im, il, ir, not or in.

Ob, op, -- opposition.

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Rect, or recti,-right or straight.

PREFIX.	DEFINITION.	PREFIX.	DEFINITION.
In - complete,	not complete,	Recti - linear,	straight-lined.
In - dent,	dent in.	Im - prudent,	not prudent.
Il - lapse,	a sliding in.	Il - legal,	not legal.
Ob - ject,	to bring against.	Ir - regular,	not regular.
Rect - angle,	right-angle.	Im - pugn,	to oppose.

TOPIC III.-Lesson VII.-Prefixes.

Semi, demi, hemi,—one-half.
Stereo-solid,—stereotype, solid type.
Super, sur,—over or more than.
Lyn, syl, syn,—together.
Trans,—across, again or through.
Tri,—three.
Un,—not.

PREFIX.	DEFINITION.	PREFIX.	DEFINITION.
Demi,	half.	Hemi - sphere,	half a sphere.
Semi - circle,	half circle.	Suf - fix,	to fix after.
Sub - committee,	under commit-	Super - charge,	overcharge.
	tee.	Syn - tax,	placing together.
Super - human,	more than human	Syn - od,	a meeting or com-
Sym - pathy,	fellow feeling or		ing together.
	feeling together.	Trans - form,	to form again.

Trans - Atlantic, across the At-

TOPIC III.-Lesson VIII.

LATIN AND GREEK ROOTS.

The following words are taken from the Latin Capio, to take. cap, capt, cept, cip,—to take hold.

ROOT.	BUFFIX
Cap - able,	able to take or hold.
Cap - ability,	power of taking.
Cap - ableness,	capacious.
Cap - tious,	to start objections to.
Cap - tive,	a person taken in war.
Cap - tivity,	the state of a captive.
Cap - tivate,	to take captive by force of chains.
Cap - tor,	the person who captures.
Cap - ture,	taking a prize.

TOPIC III.-Lesson IX.

PREFIX. ROOT. SUFFIX.

Ac - cept,

DEFINITION to take or receive.

Ac - cept - or,

one who accepts.

Ac - cept - able,

Ac - cept - ability,

worthy of being accepted. Ac - cept - ableness,

Ac - cept - tab,

TOPIC III. - Lesson X.

PREFIX. ROOT.

DEFINITIONS.

Anti - cip - ate,

to take before.

Anti - cip - ative,

to have an idea.

Con - ceive, De - cep - tion,

to misrepresent.

De - ceive,

the act of deceiving.

De - cep - tive,

the quality of being deceitful.

Ex - cept,

to take out of, or from.

Ex - cep - tion,

that which is excepted.

In - cep - tive,

taking in.

Inter - cept,

to take between; to obstruct.

Parti - cip - ate,

to take part in; to store with.

Parti - cip - le,

a part of speech. the act of perceiving.

Per - cep - tion, Per - cep - table,

that can be perceived.

Pre - cept - or,

a tutor.

TOPIC III.-Lessons XI. and XII.

ROOT. SUFFIX. PREFIX.

DEFINITION.

Pre - cept,

a rule.

Prin - cip - al,

chief; capital.

Prin - ciple,

element. a taking.

Re - ceipt, Re - ceive,

to take.

Re - cip - ient,

one who receives.

Sus - cept - ible,

capable of being affected, or changed.

Extra - ordin - ary,

above the common.

Ex - clus - ive, E - mitt - ing,

set apart. sending forth.

In - verse - ly,

in inverted order.

A - vers - ion,

dislike.

Ad - vers - ary, an enemy.

In - vert - ing, turning over.

Di - vert - ing, to turn aside.

In - veter - ate, long established.

Ex - tens - ive, having wide extent.

Pre - tens - ion, a pretense, deceit.

In - tense - ly, greatly, in great degree.

De - test - ion, hatred.

Im - prud - ent, not prudent.

Super - vis - ion, the act of overseeing.

QUESTIONS TO TOPIC III.

- 1. Write the derivative of the following roots: crack, cramp, curd, ford, nest, nib, pore, prate, roam, rough, rank, hark.
- 2. According to which of the methods are these words formed?
- 3. Give the roots of the following: handle, girdle, ruffle, saddle, shuttle, thimble, treadle, wander, linger, hanger, and whimper.
 - 4. Point out the suffixes used in the above words.
 - 5. What part of speech is represented by them?
- 6. Can you define each of these words, and use them in sentences?
- 7. Write ten nouns that are formed from the past participle of verbs.
 - 8. Their roots and derivatives in separate columns.
 - 9. Use the words in sentences.
 - 10. Define prefix, suffix.
- 11. Give the nine prefixes that signify to or at. [Answer: ad, ac, af, ag, al, an, ap, av, at.
 - 12. The four that signify with or together.
 - 13. The two that signify against.
 - 14. The four that equal not or in.
 - 15. What does semi, demi, hemi, signify?
- 16. Trace the root capio (captum) through to its English derivative. See Lesson VIII.
 - 17. Do likewise with the roots fácio and ver'to
- 18. From some one of the letters in the Correspondence Department, write in nine columns the various words that require that number of headings.
 - 19. Write an account of the last sermon you heard or read.

TOPIC IV.-Lesson I.

Note.—Pay special attention to the following exercises if you wish to avoid a great amount of trouble in your future tasks.

ROOT. SUFFIX.	ROOT. SUFFIX.	ROOT. SUFFIX.
Demonia - ac		
Consul - or	Do - er	Calvin - ism
Planet - ary	Writ - er	Jacobin - ism
Syllab - ic	Act - or	Palnol - ism
Infant - ile	Profess - or	Vulcan - ism
Part - ial	Lion - ess	Hebra - ism
Possess - ion	Princ - ess	Acri - mony
	Act - ress	Testi - mony
	Man - hood	Matri - mony
Christen - dom		Patri - mony
King - dom	Widow - hood	Govern - or
Martyr - dom	Boy - hood	Observ - er
Free - dom	Priest - hood	Inherit - or
Wis - dom		Monit - or

TOPIC IV.-Lesson II.

ac, ar, ary, ic, ile, ial, signify pertaining to.

Dom, the condition of being or passion.

Er or or, the agent or person acting.

Hard shower, state or degree.

Ism denotes sect, party, peculiarity or idiom.

Mony denotes vie quality of.

ROOT. SUFFIX.	ROOT. SUFFIX.	ROOT, SUFFIX.
Sweet - en	Black - en	Bright - en
Moist - en	Magni - fy	Puri - fy
Beauti - fy	Barbar - ize	Systemat - ize
Fertil - ize	Civil - ize	Anal - yze
Critic - ize	Advert - ise	Publ - ish
Fin - ish	Wise - ly	Nob - ly
Rapid - ly	Skillful - ly	

TOPIC IV.-Lesson III.

Write twenty words, using in each one of the following suffixes: a, ary, ial, dom, en, ive.

TOPIC IV.-Lesson IV.

Write the names of thirty of the streets in your city.

If there is a natural body of water near your home, write of that and of the streets that run parallel to it.

TOPIC IV .- Lesson V.

Write a sketch of the life of your patron saint.

PREFIX.	ROOT.	SUFFIX.	DEFINITION.

De - clam - ation, exercise of public speaking.

Pro - clam - ation, publication by authority.

Se - clu - sion, retirement.

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suffixes:

De - crepi - tude, the feebleness of age.

Con - curr - ence, agreement.

Sine - cure, a station which gives income without employment.

Suc - cumb - ing, yielding.

Oc - curr - ence, an event.

Pre - curs - or, forerunner.

Ex - curs - ion, an expedition.

TOPIC IV.—Lesson VI.—Prefixes.

[See also Topic IX., Second Grade.]

Write out all the prefixes you know or should know.

TOPIC IV.-Lesson VII.-Letters.

[See page 22, Section I.]

Write a letter somewhat similar to that of Seventh Letter, Third Grade.

TOPIC IV.-Lesson VIII.-Letters.

In the original letter, and the one of your own writing, see how many prefixes, suffixes and roots.

TOPIC IV.-Lesson IX.-Object Lesson.

[See page 48, Section I.]

Write an object lesson on any one or other of the objects on page 26, Part I.

TOPIC IV.-Lesson X.-Corrections.

[See bottom of page 47, Section I.]

Hand in all the errors and corrections you have heard in and around the school-room.

TOPIC IV.-Lesson XI.-Corrections.

Correct the following:

- 1. What a fine watermillin.
- 2. It's leven o'clock.
- 3. We had sparrowgrass for dinner.
- 4. Jane, do twist that.
- 5. They cut down that willer tree.
- 6. She eat all there was left.
- 7. They sent the books to auntie.
- 8. We was so glad be with him.
- 9. The teacher told Nellie and I.
- 10. They don't come so often as they did.
- 11. You never seen a madder man.
- 12. You had oughter let him go.
- 13. You write like you were taught.
- 14. Hold the pen like Sister said.
- 15. The banisters need dusting.

TOPIC IV.-Lesson XII.

[See Questions, pages 61 and 62.]

Tell all the abbreviations you have had to use in Letter-writing, and write an account of three of the principal public grounds of your city or town.

We have now finished the November examinations, the pupils are supposed to have done well; otherwise they take the last quarter's work over. The following exercise gives something new, and at the same time they can review past lessons.

TOPIC V.-Lesson I.

As we have not given as much attention as we should to the dividing of long words, and thus getting at their prefixes and suffixes, we give below an exercise which will answer three purposes:

- 1st. It is an excellent spelling lesson.
- 2d. No way could be better to use the words.
- 3d. We will find it a good and an easy way of using the prefixes and suffixes.

The following words are to be divided into syllables, marked, and their prefixes and suffixes taken. "There is luck in odd numbers."

[See pages 12 and 13, Section I]

	Affections.		Generally.
	THIS.		THE OTHER.
1.	Sensibility	2.	Insensibility
3	Excitability	4.	Inexcitability
5.	Pleasure	6.	Pain
7.	Pleasureableness	8.	Painfulness
9.	Relief	10.	Aggravation
.11.	Cheerfulness	12.	Dejection
13.	Rejoicing	14.	Lamentation
15.	Amusement	16.	Weariness
17.	Wit	18.	Dullness
19.	Beauty	20.	Ugliness
21.	Ornament	22.	Blemish
23.	Taste	24.	Vulgarity
25.	Fashion	26.	Ridiculousness
27.	Норе	28.	Hopelessness
29.	Courage	30.	Cowardice
31.	Rashness	32.	Caution
33.	Desire	34.	Indifference

TOPIC V.-Lesson II.

Write the same words, dividing them into syllables, marking their vowels and accent.

TOPIC V.-Lesson III.

Place those words in sentences and you will surely never forget them after becoming so well acquainted with them.

TOPIC V.-Lesson IV.

[See Topic III., Third Grade, page 14, Section I.]

	LEARN US	AND		OUR OPPOSITE.
1.	Wonder		2.	Expectance
3.	Repute		4.	Disrepute
5.	Nobility		6.	Commonality
7,	Pride		8.	Humility
9.	Vanity		10.	Modesty
11.	Insolence		12.	Servility
13.	Friendship		14.	Enmity
15.	Friend		16.	Enemy
17.	Sociality		18.	Seclusion
	Courtesy		20.	Discourtesy

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TOPIC V.-Lesson V.

[See Topic IV., Third Grade, Section I.]

1.	Love
3.	Marriage

5. Benevolence

7. Philanthropy

9. Benefactor

11. Pitv

13. Gratitude

15. Forgiveness

17. Right

19. Dueness

21. Duty

23. Respect

25. Approbation

27. Flattery

29. Flatterer

31. Vindication

33. Probity

35. Disinterestedness.

37. Virtue

39. Innocence

41. Saint

43. Penitence

2. Hate

4. Celibacy

6. Malevolence

8. Misanthropy

10. Evildoer

12. Pitilessness

14. Ingratitude

16. Revenge

18. Wrong

20. Undueness

22. Exemption

24. Disrespect

26. Disapprobation

28. Detraction

30. Detractor

32. Accusation

34. Improbity

36. Selfishness

38. Vice

40. Guilt

42. Sinner

44. Impenitence

TOPIC V.-Lesson VI.

- 1. Temperance
- 3. Fasting
- 5. Sobriety
- 7. Purity
- 9. Legality
- 11. Acquittal
- 13. Reward
- 15. Angel
- 17. Jupiter
- 19. Heaven
- 21. Theology
- 23. Revelation
- 25. Piety
- 27. Worship
- 29. Clergy

- 2. Intemperance
- 4. Gluttony
- 6. Drunkenness
- 8. Impurity
- 10. Illegality
- 12. Condemnation
- 14. Penalty
- 16. Satan
- 18. Demon
- 20. Hell
- 22. Heterodoxy
- 24. Pseudo-revelation
- 26. Irreligion
- 28. Idolatry
- 30. Laity

TOPIC V.-Lesson VII.

Extract prefixes and suffixes, giving their meaning.

TOPIC V.-Lesson VIII.

Divide into syllables and mark the accent.

TOPIC V.-Lesson IX.

Use in sentences.

TOPIC V.-Lesson X.

[See F. Topic, Third Grade, Page 15, Section I.]

1.	Agreement
3.	Accord
5.	Accordance
7.	Unison
9.	Harmony
11.	Union
13.	Concord
15.	Concert
17.	Concordance
19.	Conformity
21.	Consonance
23.	Consentaneousness
25.	Consistency
27.	Congruity
29.	Congruence
31.	Congeniality
33.	Correspondence
35.	Fitness
37.	Pertinence
39.	Suitableness
41.	Adaptation
43.	Relevancy
45.	Aptitude
47.	Propriety
49.	Appositeness
51.	Reconcilableness

53.

55.

57.

59.

Applicability

Admissibility

Compatibility

Commensurability

Disagreement 4. Discord 6. Discordance 8. Dissonance 10. Discrepancy 12. Unconformity 14. Disconformity 16. Nonconformity 18. Incongruity 20. Incongruence 22. Jarring 24. Clashing 26. Inconsistency 28. Disparity 30. Disproportion 32. Disproportionateness 34. Variance 36. Unfitness 38. Repugnance 40. Unsuitableness 42. Unaptness 44. Inaptitude 46. Inaptness 48. Impropriety 50. Inapplicability 52. Irreconcilableness 54. Inapplicability 56. Inadmissibility 58. Incommensurability

Incompatibility

60.

TOPIC V.-Lesson XI.

1.	Agreeing	2.	Disagreeing
3.	Accordant	4.	Discordant
5.	Concordant	6.	Discrepant
7.	Consonant	8.	At variance
9.	Harmonious with	10.	Inconsistent with
11.	Corresponding	12.	Incompatible with
13.		14.	Inharmonious
15.	Conformable with	16.	Unconformable
17.	In keeping with	18.	Incongruous
19.	Squaring with	20.	Misjoined
21.	Reconcilable with	22.	Irreconcilable
23.	Falling in with	24.	Divergent
25.	Apt	26.	Unapt
27.		28.	Inapposite
29.		30.	Not pertinent
31.	Applicable	32.	Inapplicable
33.	Relevant	34.	Irrelevant
35.	Fit	36.	Unfit
37.	Fitting	38.	Unfitting
39.	Suitable	40.	Unsuitable
41.	Proper	42.	Improper
43.	Appropriate	44.	Inappropriate
45.	Accommodating	46.	Unaccommodating.

TOPIC V.-Lesson XII.

[See pages 6 and 7, Section I]

1.	In a great degree	2.	In a small degree
3.	Much	4.	Little
5.	Considerably	6.	Inconsiderably

TOPIC VI.-Review.

Let this Topic be spent principally in reviewing Second Grade, Part I., as also the Topics of the grade that we have gone over.

TOPIC VII.-Lesson I.

This topic has been the first of the Third Quarter, or the one taken up after the February examination; but as we have made sixteen topics in each of the years, we begin the Third Quarter with Topic IX. instead

of Topic VII. Preparatory to the February examination, and to make sure that this year's work is understood, we will have the Seventh and Eighth Topics' questions back.

Reproduce Lesson I., Topic IV.

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teen topics X. instead

TOPIC VII.-Lesson XI.

Give words, prefixes and suffixes used in Lesson II., Topic IV.

TOPIC VII.-Lesson III.

Give the parts of the following words:

Insertion, interposing, transacting, withdrawal, unbinding, superannuated, unanimously, inalienable, inarticulate, transgression.

Having done this, see how many words you can make beginning with the prefix in, into, with, super and tran.

TOPIC VII.-Lesson IV.

Reproduce Lesson IV., of Topic IV.

TOPIC VII.-Lesson V.

Write a letter giving an account of the additional work you have in Language, because of the roots, prefixes and suffixes.

Tell what you think of the exercise and how many words you can pick to pieces as to sound, name, root, prefix and suffix.

If the recipient of this letter is interested in your school work, he will encourage you in learning Etymology.

TOPIC VII.-Lesson VI.

Supposing yourself to be the one who has received the letter asked for in the preceding lesson, answer the little Third or Fourth Grade child, and tell him what you would like to be told.

TOPIC VII.-Lesson VII.

How man; new abbreviations have you learned?

Give them in full, and all those which you have learned in First and Second Grades.

TOPIC VII.-Lesson VIII.

Name and describe twenty streets of your city.

TOPIC VII -Lesson IX.

Write your autobiography. Have at least three good-sized pages.

TOPIC VII.-Lesson X.

Write a short story about the cooking-stove that stands in your kitchen. Make it talk and give its autobiography.

TOPIC XII.-Lesson XI.

What general errors are found in the letters handed in by your class?

TOPIC VII.-Lesson XII.

REVIEW QUESTIONS OF TOPICS VI. AND VII.

These questions are to form the review work preparatory to the February examinations.

- 1. From lesson IX. of Topic V., write all the prefixes and suffixes which you know and their definitions.
- 2. From Lesson X. select the roots, and show how the original root is changed in the words we use.
- 3. You have been taught the definitions of the following prefixes; see if you can give them: ad, am, ara, ante, arti, ap, be, cata, circum, con.
- 4. Define the following suffixes: ac, aceous, acy, age, an or ian, ance, ancy, ant or and, any.
- 5. Can we always judge the meaning of the word by the meaning of its prefixes, suffixes and roots?
- 6. Can you write a composition on the picture of "Peter Denying our Lord?"
- 7. From Lessons I. and II., of Topic IV., select twenty words, divide them into syllables, marking their vowels, and place the accent where it belongs.
- 8. Write the abbreviations of the days and months; also of the six States nearest your own.
- 9. Write five sentences in each of the following forms: Nominative, Objective and Possessive.
- 10. Write twenty sentences showing the proper use of who, whom, which and that.

TOPIC VIII.-Lesson I.

We are now entering into the second half of the Third Year or Grade. If you answer the questions that have been given at the end of most of the topics, we can go on with our work after we have given time for reviewing. TOPIC VIII.—Lesson I.

For this lesson answer questions 1-16, page 62, Part I.

TOPIC VIII.-Lesson II.

Questions from 16-30.

TOPIC VIII.-Lesson III.

From 30 to the end.

TOPIC VIII.-Lesson IV.

Review Exercise XI., on page 56, Part I.

TOPIC VIII.-Lesson V.

Exercises XIV., XV. and XVI., page 58, Part I.

TOPIC VIII.-Lesson VI.

Review page 59, Part I.

TOPIC VIII.-Lesson VII.

Page 60, of same Part.

TOPIC VIII.-Lesson VIII.

For this lesson use the circles on page 66, termed Names of Boys and Girls.

What they can do, and how?

Write other names, other actions and the ways of performing them.

TOPIC VIII.-Lesson IX.

For this see page 50, of Part I.

TOPIC VIII.-Lesson X.

Write out pairs of words pronounced alike but spelled differently.

TOPIC VIII.-Lesson XI.

Write all the abbreviations.

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TOPIC VIII.-Lesson XII.

Write a story on St. Agatha, after the plan of the story.

TOPIC IX.-Lesson I.

Write the names of ten of the following: seas, countries, rivers, lakes, capes, islands, capitals, principal cities and mountains.

TOPIC IX.-Lesson II.

Write the terms of relationship that exist in families, and the names and titles of those that belong to your family.

TOPIC IX.-Lesson III.

Select from the dictionary twenty words of over two syllables, mark their vowels, accent, and tell the part of speech to which they belong.

TOPIC IX.-Lesson IV.

Show the use of ten of the suffixes you have learned from Topic IV.

TOPIC IX.-Lesson V.

Give words that correspond in pronunciation with those given below:

Beech, deer, feet, flee, freeze, Greece, heal, quav, lea, leaf, leek, Mede, meine, write, metre, knead, peel, peer, plesse, queen, wreak, leal, ceiling, cede, seem, seen, senior, shave, steel, sent, team, teal.

TOPIC IX. - Lesson VI.

Place as many of those words in the same sentence as you can gracefully, and see that each of your sentences tells something.

TOPIC IX.-Lesson VII.

In what do the following words agree?

Blote, bole, bowl, board, bourine, beau, broach, cole, course, corpse, dough, fore, gourd, groan, grocer, grosser, horde, whole, holm, loan, mowed, moat, oh, ode, o'er, post, port, khodes, shone, shown, sloe, sew, soled, throne, tolled, toll, Rome.

TOPIC IX.-Lesson VIII.

Write the acts of Faith, Hope and Charity, and see if you can punctuate them from memory.

Place the words contained in the acts in their separate columns.

TOPIC IX.-Lesson IX.

Trace pendeo, to hang, and pendo, to weigh, through the English.

Pendent, hanging.

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sk, leal,

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course,

le, holm,

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Pendulum, a vibrating body suspended from a fixed point.

Pension, a stated allowance.

Append, to hang to another thing.

Appendix, something added at the end

Compendium, an abridgement.

Compendious, brief, comprehensive.

Compensate, to reward.

Compensation, remuneration.

Depend, to hang from, to trust to.

Dispense, to distribute, to dispense

Dispense, to distribute, to dispense with, to do without.

Expend, to lay out.

Expense, cost, charges.

Impend, to hang over.

Indispensable, that cannot be omitted or spared.

Pending, remaining undecided.

Perpendicular, directly downward.

Pendent, hanging, projecting.

Propensity, inclination, tendency.

Recompense, reward.

Stipend, wages, stated pay.

Suspend, to hang, to delay.

Suspension, a hanging, an interruption.

Suspense, uncertainty, a stop.

TOPIC IX.-Lesson X.

Fero (Latin) is another word which gives us many of our common words. Let us trace it.

Fero (látum), to bear or carry.

Ferry, a boat which carries passengers across a river.

Fertile, fruitful, producing abundantly.

Circumference, the measure around anything.

Confer, to discourse or consult with another.

Conference, a meeting for discussing a question.

Collate, to compare things.

Collation, a comparing, a repast.

Defer, to put off.

Deference, yielding to another's opinion.

Dilate, to enlarge, to extend.

Dilatory, disposed to put off, tardy.

Differ, to be unlike, to contend.

Difference, distinction, dispute.

Elate, to uplift, to render proud by success.

Infer, to draw a conclusion.

Oblation, a sacrifice, an offering.

Offer, to present, to propose, to sacrifice.

Pestiferous, producing the plague.

Prefer, to like better.

Preference, estimation of one thing before another.

Prelate, a dignitary of the Church.

Proffer, to bring forward, to offer.

Refer, to leave to the decision of another.

Relate, to have respect to, to tell.

Relation, connection, narrative.

Relative, a kinsman.

Superlative, surpassing.

Suffer, to bear, to endure, to allow, Translate, to remove, to interpret to permit. into another language.

Sufferance, pain, patience, permis- Vociferous, making loud vocal sion.

Transfer, to convey, to remove.

TOPIC IX.-Lesson XI.

See if you can reproduce the above lessons from memory.

TOPIC IX.-Lesson XII.

Review entire topic.

QUESTIONS.

- 1. How many words did you trace out of pendeo?
- 2. Point out the prefixes and suffixes in these words.
- 3. Do the same with the root fero.
- 4. What punctuation rules did you follow in writing the . "Acts?"
- 5. What names did you write in compliance with the first question of Topic IX?
- 6. What words did you take from the dictionary for the third question?
 - 7. Could you comply with Lesson IV., without any difficulty?
- 8. Give the definitions of or, er, ess, ness, hood, mony, ism, ac, ile, ial and dom.
- 9. Can you give the number of *prefixes* that you have had in this topic?
 - 10. Write on anyone of the objects of Part I.
 - 11. What errors have you heard in and around the school-room?
 - 12. What words did you write to satisfy Lesson VI.?
- 13. What new definitions have you learned within these few weeks?
 - 14. Define the suffixes given in Lessons XI. and XII.
- 15. If you could make a list of all the words you have spelled in your daily slate-work, do you think that any text-book could contain more for your grade and time?
- 16. Write ten collective nouns, ten being words, and ten how words.

17. From your derivatives write ten diminutive nouns, and tell what suffixes make them such.

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- 18. To what classes of nouns do the following belong: loving, saving, goodness, kindness, beauty, army, navy, crowd?
- 19. Give the signification of the following prefixes: mal, juxta, poly, pre, pleni, re, mono, intro, il, im, in, hypo, extra, equi, hex, hyper, di.
- 20. Do the same with the following suffixes: ab, ac, able, age, an, ast, ty, ude, ency, ity, ant, ent, ate, en, fy, ize, er, ey, full, head, hood, ing, ion, ure, ism, we, ous.
- 21. Define the following roots: ago, cado, cano, clamo, fero, fluo, habeo, heareo, gradior, loquor, mitto, nunio, pendeo, dico, claudo.
- 22. Tell what kind of roots the following are, and define them: bicnian, bindan, bidan, cunnan, civellan, deman, call, drypan, gerepa, hafic.
- 23. Name the words that you took from the root pendio, and define each.
 - 24. Do the same with the words derived from fero.
- 25. How many of the roots from the three chief sources do you remember, and can you place them under their proper headings?
- 26. From how many of the words you have taken from the dictionary can you recognize the root, prefix and suffix?
- 27. In your reading, your Catechism and your other lessons, do you ever think how easily you might form a derivative exercise?
- 28. Since in this book we have used none of the diacritical marks, have you paid special attention to the marking exercises?
- 29. Can you write a dialogue something on the same plan as the one between Arthur and the other members of the family?
- 30. On the same plan as Johnny Jones learned the at, ay, owd and end families, can you form families from the roots?
- 31. If not, can you form them from their prefixes and suffixes, for example: an, ana, anti, ante; apo, cato, con, contra, de, dia, en, em, u.
- 32. Then the ones that end alike, as ance, ar, ard, ary, ate, ble, cule, dom, eer, en, ence, ent, ise.
- 33. Then do you remember how many members you found in the families pendio, cedo and fero?
- 34. If you can answer all those questions on derivatives, your after work in using words must be full of interest, because you will know all about each part that you write, read or see, and when you reach the

Advanced Course, where you must take up the study of Etymology in real earnest. There will be very little left for you to do Remember the Third Grade does not require all this, and you cannot be "put down" if you answer all the points that belong to the grade; but do all you can to get into the "family secrets" of the words you are daily using, and you will always be entertained and entertaining. For the coming grades we shall often come back here.

TOPIC X.

LESSONS FROM I.-IV.

Generally speaking, English words which are not derived from Latin or Greek are from Anglo-Saxon roots. But as few of these roots have more than one or two derivatives in English, it is obvious that young persons would gain little or nothing by learning them.

With Latin and Greek roots it is quite different; for by learning them the pupil will, without any additional trouble, become acquainted, at least in a general way, with whole families of words. In fact, it may be said that a young person who learns Anglo-Saxon roots, fishes with a hook, and draws in at most but one word at a time, but in learning Latin and Greek roots he uses a net, and at one cast draws in a whole multitude of words.

From the Latin and Greek roots given in the three preceding pages, for instance, 3,517 English words are derived. Of these 3,137 are from the Latin, and 490 from the Greek roots.

The following, if we except the names of places, are almost the only Anglo-Saxon roots, which have more than two or three derivatives in English:

Ac, an oak; as in acorn (the corn or berry of the oak), Auckland, Ackworth, Action.

Aer, before; as ere, early, erst.

Aethel, noble, royal; as Atheling, Athelstan, Ethel, Ethelbald, Ethelred, Ethelwolf.

Bacan, to bake; as bake, baker, bakery, batch.

Bald, brave; as bold, Baldwin (bold in war).

Bana, death, poison; as bane, baneful, ratsbane.

Beaten, to beat; as beat, bat, batter, battery, battle.

Beodan, to order, to invite; as bid, bedel, beadle, forbid, forbidding, outbid, unbidden.

Beorht, shining, illustrious; as bright, Albert, Egbert.

Bicnian, to indicate by a nod, to call by a motion of the hand, to show a sign; as becken, beacon.

LESSONS FROM IV.-VI.

Bindan, to bind; as bind, binder, band, bandage, bond, bonds, bondage, bound, boundary, bundle.

Bidan, to tarry, to dwell; as bide, abide, abode.

Brad, broad; abroad, board, Bradburn, Bradhurst.

Brecan, to break; as break, breaker, breach, brake.

Bugan, to bend, or to be pliant; as, bow, bough, bower, booth, bay, bight, elbow, buxom.

Brynan, to burn; as burn, brand, burnt, brown.

Cælan, to cool; as cool, cold, chill, chilblain.

Cunnan, to know, to know how to do, to be able; as cunning con, can, ken, keen, uncouth.

Cwellan, to slay; as quell, kill.

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Deawian, to moisten; as dew, bedew, dough, thaw.

Deman, to judge: as deem, doom, doomsday, dempster.

Dragan, to draw or drag; as drag, draggle, draw, drawer, drawers, drawl, draught, dray.

LESSONS FROM VI.-VIII.

Dreogan, to work; as drudge, drudgery.

Drifan, to drive; as drive, driver, drift, drove, drover.

Drigan, to dry; as dry, drought, drug.

Drypan, to drip; as drip, drop, dribble, droop, drivel.

Dwinan, to pine away; as dwine, dwindle.

Ea, ey, water, an island; as Anglesey, Athelney, Sheppey, Ramsey, Bardsey, Nordereys, Soudereys.

Eald, old; as eld, elder, alderman, Aldgate.

Eall, the whole; as all, Albert, Alfred, Alwin.

Faran, to go; as fare, thoroughfare, seafaring, ford.

Fian, to hate; as fiend, foe, feud.

Freon, to love; as friend, Godfrey, Alfred.

Frician, to jump; as frisk, freak, frog.

Fugel, a bird; as fowl, fowler.

Fulian, to corrupt; as foul, file, filth, defile, defilement.

Galan. to sing; as nightingale.

Gangan, to go; as gang, gangway, pressgang.

Geard, an enclosure; as gard, garden.

Gerefa, a companion, a governor; as reeve, sheriff (that is shire reeve), portreeve, landgrave.

LESSONS FROM VIII.—IX.

God, good; as godfather, godmother, godson, goddaughter, godspeed, Gospel, gossip (godsibb).

Gyrd, a staff, a measure; as yard, yardarm, yardwand.

Hafoc, a hawk; as havoc, hawk.

Hals, the neck; as halter, haul, hale.

Hangian, to hang; as hang, hinge, Stonehenge.

Hund, a hound; as hound, hunt, Hunslow.

Lædan, to lead; as lead, lode, lodestar, loadstone.

Lafere, a lark; as laverock, lark.

Manan, to think; to intend; as mean, mind.

Magan, to be able; as may, might, dismay.

Mengan, to mix; as mingle, among, amongst, commingle, intermingle, mongrel.

Metsian, to feed; as meat, mess, messmate.

Raed, counsel advice; as rede, Ethelred, Mildred.

Raethe, soon; as rath, rather.

Ripan, to cut; as, reap, reaper, rip.

LESSON X.

Sceapan, to form; as shape, landscape.

Sceotan, to shoot; as shot, shut, shutter shuttle.

Scethan, to injure; as scath, scathless, unscathed.

Sciran, to shear or cut; as shard, sharded, shear, shears, sheer sheer-hulk, shire sheriff, shorn, skirt, ploughshare.

Scufan, to thrust; as scuffle, shove, shovel.

Seothan, to boil; as seethe, sodden, suds.

Slefan, to cover, to clothe; as sleeve, sleeveless.

Snicen, to go creeping; as sneak, snake.

Soth, true; as sooth, soothsay, soothsayer, for sooth.

Spell, tidings; as Gospel (that is, good tidings).

Stepan, to raise; as step, steeple.

Stigan, to ascend; as stage, story, stair.

Swarth, black; as swarthy, swart.

LESSON XI.

Teom or teogan, to draw; as team, tug, tough.
Thirlian, to pierce; as thrill, drill, nostril.
Treowian, to believe; as trow, troth, true, truth.
Waed, coarse stuff or clothing; as widow's weeds.
Waer, caution; as (waren), warn, wary, aware, beware.

Wanian, to wane; as wane, want, gaunt.

Wealdan, to sway or govern; as wield, Bretwalda.

Weard, guard; as ward, warden, guard, guardian.

Wenan, to think; as ween, overweening.

Wendan, to go; as wend, went, wander.

Wiht, a thing, a creature; as whit, wight.

Witan, to know; as wit, witness, wot, weet, wis, wist, wise, wizard, witenagemote, unwittingly

Win, war; as Edwin, Godwin, Baldwin. Writhan, to bend, to twist; as writhe, wreath, wreathe.

TOPIC X.-Lesson XII.

Phrasis, phrase, a saying.
Phuton, a plant.
Polis, a city.
Potamus, a river.
Protos, first.
Spoo, to draw.
Tele, far.
Theos, God.
Trepo, to turn.
Zoon, an animal.

gle,

eer

Phusis, nature.
Pleo, to fill.
Polus, many.
Pous (podos), the foot.
Scopeo, to see.
Techne, art or science.
Temno, to cut.
Topos, a place.
Tupos, a stamp or type.

TOPIC XI.-Lesson I.

The following are abbreviations used in Webster's Dictionary. We give them because we want the children to have no drawback in the use of the dictionary

Now that we have introduced the method of finding the history of the words we use, the pupil need never be at a loss, for in all cases he will find in the dictionary the language from which the word in question is taken.

We give only the words that concern the children closely.

A A 31	140000000
A. Adjective	Anat.
Abbrev. Abbreviated	Anc.
Abl. Ablative	Antiq.
Acc. Accusative	Aor.
Act. Active	Ar. A
Adv. Adverb	Arch.
Agri. Agriculture	Arith.
Alban. Albanian	Arm.
Alg. Algebra	A. S.
Am. America	Astrol.
Amer. American	Astron

Anat.	Anatomy
Anc.	Ancient
Antiq.	Antiquities
Aor.	Aorist
Ar. A	rabic
Arch.	Architecture
Arith.	Arithmetic
Arm.	Armor
A. S.	Anglo-Saxon
Astrol.	Astrology
Astron.	Astronomy

Tall the same of t
Aug. Augmentative
Bank. Banking
Beau. & Fl., B. &Fl.
Beaumont & Fletcher
Bib. Biblical
Bisc. Biscayan
B. Jon. Ben Johnson
Bohem. Bohemian
Bot. Botany
Braz. Brazillian
Burl. Burlesque

TOPIC XI.-Lesson II.

Carp. Carpenter Catal. Catalan Celt. Celtic Cf. Confer Chald. Chaldee

Chem. Chemistry Chin. Chinese Chron. Chronology Civ. Civil Colloquial Colloquial

Colloqually Coll. Com. Commerce Comp. Compound Compar. Comparative

TOPIC XI.-Lesson III.

Conch. Conchology Conj. Conjunction Con. Conic Contr. Contracted Corn. Cornish Corrupt. Corrupted Cotgr. Cotgrave Copt. Coptic Crystallog. Crystallography Cyc. Cyclopedia D. Dutch Dan. Danish Dat. Dative

Def. Definition Dim, Diminutive Diosic. Dioscorides Disus. Disused Dom. Domestic Dyn. Dynamics Egypt. Egyptian Encyc. Encyclopedia Engin. Engineering Eneve. Brit. Encyclo- Equiv. Equivalent pedia Britannica.

Eng. Encyc. English Encyclopedia Entom. Entomology Esp. Especially. E. G. For example Dyn. Dynamics

Eccl. Ecclesiastical

Eccl. Hist. EcclesiElec. Electricity
Eng. England, Eng-Encyc. Amer. Ency-Etym. Etymology

TOPIC XI.-Lesson IV.

F. Feminine Feud. Feudal Finn. Finnish Fr. Form Freq. Frequently Fut. Future Far. Farriery Fig. Figurative Fort. Fortification

Fr. French Fries. Friesic Gal. Galen Gen. Generally Geol. Geology Gall. Gallic Galv. Galvanism Geog. Geography

Geom. Geometry Ger. German Gov. Government Gram. Grammar Gun. Gunnery Goth. Gothic Gr. Greek Gris. Grisons

TOPIC XI.-Lesson V.

H. High Her. Heraldry Hind. Hindostan Hist. History Hung. Hungarian Herp. Herpetology Hipp. Hippocrates

Hort, Horticulture Ion. Ionie Hydraul. Hydraulies Ir. Irish Hypoth, Hypothetical Icel. Iceland Ichth. Ichthyology I. E. That is Icon. Encyc. Icono- Inf. Infinite Hydros. Hydrostatics graphic Encyclopedia Interj. Interjection Heb. Hebrew Imp. Imperfect I Q The same as Herp. Herpetology Intens. Intensive It. Italian

TOPIC XI.-Lesson VI.

Jav. Javanese	Lett. Lettish	Manuf. Manufactur-
Join. Joinery	Lit. Literally	ing
L. Law		M. Masculine
Lat. Latin	M. Middle	Mach. Machinery
Linn. Linnæus	Maced. Macedonian	Man. Manage
Lit. Literature	Maly. Malyan	Mar. Maritime.
Lapp. Lappish	Math. Mathematics	Mech. Mechanics

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TOPIC XI.-Lesson VII.

Med. Medicine	Mus. Music	N. New
Metaph. Metaphysics	N. Noun	Nat. Hist. Natural
Mil. Military	Nat. ord. Natural or-	History
Mir. Mirror		Naut. Nautical
Mag. Magistrate	Neut. Neuter	New Am. Cvc. New
Myth. Mythology	Norm. Fr. Norman	American Cyclope-
	French.	dia
Meteor. Meteorology	Numis. Numismatics.	Norw. Norwegian
Min. Mineralogy		Control Control Control

TOPIC XI.—Lesson VIII.

O. Old	Pass. Passive	
Opt. Optics	P. Cyc. Penny Cyclo-	
Ornith. Ornithology	pedia	Per. Persian
Obs. Obsolete	Perh. Perhaps	Pers. Person
Orig. Original	Persp. Perspective	
Oxf. Oxford	Pg. Portuguese	Philos. Philosophy
P. Participle	P. A. Participle Ad-	15. 5.
Paint. Painting	jective	

TOPIC XI.-Lesson IX.

Pl. Plural	Prob. Probably	Pref.	Prefix
Pol. Polish	Poet, Poetry, Poetical		
P. P. Participle Past	Polit. Econ. Political	Print.	Printing
Pr. Provengal	Economy	Pron.	Pronunciation
Prep. Preposition	P. Pr. Participle pres-		
Prin. Principally	ent.		

TOPIC XI.-Lesson X.

Prop. Properly	Rhet. Rhetoric	Slav. Slavonic
Prov. Provincial	Rom. Roman	Stat. Statuary
Pros. Prosody	Russ. Russian	Sax. Saxon
Q. R. Which see	Sam. Samaritan	Scot. Scotland
Rev. Review	S. C. Being under-	Sculp. Sculpture
R. of Gl. Robert	of stood	Shak. Shakespeare
Gloucester	Script. Scripture	Skr. Sanskrit
Rom. Cath. Roma	n Serb. Serbian	Sp. Spanish
Catholic	Sing. Singular	Superl. Superlative

TOPIC XI.-Lesson XI.

Surg. Surgery	Term. Termination	V. Verb
Sw. Swedish	Trans. Translation	V. I. Verb Intransi-
Synop, Synopsis	Typog. Typography	tive
Surv. Surveying	Up. Upper	V. T. Verb Transi-
Syn. Synonyms	Usu. Usually	tive
Syr. Syriac	U. S. United States	W. Welsh
Tart. Tartaric	Vb. n. Verbal noun	Wall. Wallachian
Theol. Theology	Vitr. Vitruvius	Zool. Zoology,
Turk. Turkish		774

TOPIC XI.-Lesson XII.

REVIEW.

TOPIC XII.-Lesson I.

The three-quarters of Third Grade have passed, and we are now about to enter the Fourth or Last Quarter. As this quarter varies as to time, exercises and manner of viewing, we add the remainder of the other division, leaving to the teacher the dividing into lessons. We give ample new work for another quarter.

Write a dialogue in which your mamma, papa and an older sister are taking part. Let the subject be that dreadful new study, finding the Prefixes, Suffixes and Roots.

ARTHUR. Just listen, papa, that new book that I told you about and with which I was so delighted, has the hardest kind of work. We have to pick a lot of hard words, tell what part of them is Latin, what part Greek, what part Anglo-Saxon, and so on. Why, its just like studying Latin and Greek, and I tell you its just as hard.

Papa. Like studying Latin and Greek? I think not. Sister does not make you pronounce the Greek characters, does she? I know I did not have to do so, nor did mamma, for we were both in the same class.

HELEN. No, papa, we do not have to pronounce them, and even if we did there are so few that it would not take so very long. You know, papa, Arthur is talking of that Language Manual, and is disappointed because he has found work in it as well as pretty pictures.

P. Is it Etymology?

H. No, papa. See, here it is. Sister says that as we begin by learning all about words of *one* syllable, learning the sounds, the names the letters, the diphthongs, the triphthongs and so on, marking the silent letter or letters, knowing all this in the Second Grade, we should learn something new about words in the Third Grade.

- A. I do not mean the sounds, nor the marking, nor anything like that. But when you have to take such a word as antecedent; first you spell it ante-ced-ent. Ante is a prefix from the Latin, meaning before; Ced is the root from the Latin Cédo, to yield, and ent is a suffix, also from the Latin, meaning the person who.
- P. I might think so, my dear son, if your use for the parts of this word ended with the one word antecedent. Now take precedent.
 - A. Why, yes, papa, the root and suffix are the same.
 - P. Very well, my son, analyze precedent.

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A. Pre-ced-ent; **Pre** is a prefix from the Latin and means—why, just the same as ante—before; **Ced** is the root, taken from the Latin cédo, meaning to yield; ent is a suffix, meaning having the quality of; the entire word meaning going before.

Mamma. Then take the word accession. Spell it.

- A. Ac-cess-ion; a word of three parts—prefix, root and suffix.

 Ac signifies to or at; Cess is taken from the root cédo, meaning to yield; and ion is a suffix meaning state or act. The entire word means to acquire, to consent, etc.
- M. You see, Arthur dear, it is not near so hard when you go to work in earnest.
- A. I know that, mamma; but you have no idea how hard it is to be skipping about here and there, looking first for the *prefix* definition, then for the *root*, and lastly for the *suffix*.
- M. Why do you do this? Can you not commit them to memory? A few to-day, some more to-morrow, and so on, until you know them all? After all, Arthur, there are very few.
- H. Mamma, I have my Etymology arranged so that I think Arthur could make use of it.
 - A. But, Helen, where are the roots?
- H. I am sure I saw the Anglo-Saxon ones on page 28, and here are some Latin and Greek roots:

VERBS .- LATIN AND GREEK ROOTS.

Ago. To do or act,
Cado (casus). To fall.
Cædo (cæsus). To cut or kill.
Cano (cantus). To sing.
Clamo. To exclaim.
Claudo (clausus). To shut.
Curro (cursus). To run.

Damno. To condemn.
Dico (dictus). To speak.
Facio (factus). To make.
Fero. To bear or carry.
Flecto (flexus. To bend.
Fluo (fluxus). To flow.
Fundo (fusus). To pour out.

TOPIC XII.-Lesson II.

Gradior (gressus). To step.

Habeo. To have.

Hæreo (hæsus). To adhere.

Jungo (junctus). To join.

Juro. To swear.

Lego (lectus). To gather, to select, to read.

Ligo. To bind.

Loquor (locutus). To speak.

Mando. To command.

Metior (mensus). To measure

Mitto (missus). To send.

Nuncio. To announce.

Pello (pulsus). To drive.

TOPIC XII.-Lesson III.

Pendeo. To hang.
Pendo. To weigh, to pay.
Pleo (pletus). To fill.
Plico. To fold.
Ploro. To weep.
Pono (positus). To put down.
Prehendo (prensus). To seize.

Premo (pressus). To press.
Probo. To prove.
Quæro (quæsitus). To seek.
Rego (Rectus). To rule.
Ruto. To think.
Rumpo (ruptus). To break.
Salio (saltus). To leap.

TOPIC XII.-Lesson IV.

Scindo (scissus). To cut.
Scribo (scriptus). To write.
Sedeo. To sit.
Sentio. To feel.
Sequor (secutus). To follow.
Solvo (solutus). To loose.
Sono. To sound.
Specio (spectus). To see.

Spiro. To breathe.

Spondeo (sponsus). To promise, to betroth.

Sto (status). To stand.

Struo (structus). To build.

Suadeo (suasus). To persuade.

Sumo (sumptus). To take up.

Tendo. To stretch.

TOPIC XII.—Lesson V.

GREEK ROOTS.

Note.—Do not be frightened about the pronunciation of these roots. You are only expected to recognize them.

Ago. To drive or lead.
Allos. Another.
Anthropos. A man.
Arche. Government.
Astron. A star.
Autos. Self.
Biblion. A book.

Bois. Life.
Chote. Bile.
Chronos. Time.
Cratos. Rule.
Crino. To sift, to judge.
Deca. Ten.
Demos. The people.

TOPIC XII.-Lesson VI.

Dogma. Opinion, doctrine.	Gramma. A letter.
Eidos. A form, a figure.	Grapho. To write.
Ergon. Work.	Heteros. Other, different.
Gamos. A marriage.	Hieros. Sacred.
Ge. The earth.	Hodos. A way.

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Ge. The earth.

Genos. Kin, race.

Gonia. A corner, an angle.

Hodos. A way.

Homos. Like, similar.

Horizo. To bound or limit.

TOPIC XII.-Lesson VII.

Hudor. Water.	Logos. A word, a discourse.
Idios. Peculiar.	Mania. Madness.
Isos. Equal.	Martur. A witness.
Kosmos. Order, the world.	Mechane. A contrivance.
Kuon. A dog.	Metron. A measure.
Laos. The people.	Mikros. Small.
Lithos. A stone.	Monos. Alone.

TOPIC XII.-Lesson VIII.

Neos. New.	Otkos. A house.
Nomos. A law.	Pan. All.
Ode. A song.	Pathos. Feeling.
Optoniai. To see.	Pente. Five.
Onoma. A name.	Petra. A rock.
Organon. An instrument.	Phileo. To love.
Orthos. Right.	Phone. Voice or sound.

TOPIC XII.-Lesson IX.

Papa. You see now, Arthur, you have everything, and when you are called upon to analyze a word you have only to turn to the pages containing the roots, prefixes and suffixes, and you can easily manage that dreadful task, the Derivative Exercise. Let me have your book. Why, here is an exercise showing you exactly what to do.

THE DERIVATIVE SLATE EXERCISE.

PREFIX.	ROOT.	SUFFIX.	DEFINITION.	SENTENCE.
Dis -	cern	- ing,	distinguishing.	He has a distinguish- ing mind.
As -	cert	- ain,	to find out certainly.	We must ascertain the truth.
Ex -	cite	- able,	easily stirred up.	The old man was

En - circ - ling, surrounding.

Un - civil - y, in a rude manner.

Encircling hands kept all in place.

We were answered uncivilly.

Pro - clamat - ion, publishing by authority. The President issued the emancipation proclamation.

TOPIC XII.-Lesson X.

EXERCISE PREPARATORY TO THE DERIVATIVE EXERCISE.

PREFIXES AND DEFINITIONS.

Ad, ac, af, ag, al, an, Super, sur. Over, Juxta. Next. Mal. Bad. ap, ar, at. To or at. more than. Con, com, co, col, cor. Sym, syl, syn. To- Mis. Wrong. Mono. One. Mitti. Many. Non. Not. With or together gether. Ampli. Both, two. with. Ante. Before. Di, dis. Two. E, er, et. Out. Oct. Eight. Anti. Against. Be. Upon. Omni. All. In, im, il, ir. Not. Bi. Two. Out. Exceed. Ob, op. Opposition. Ovi. Egg. Circum. Around. Rect, recti. Right. Para. Contrary. Semi, hemi, demi. De. From, down. Pen. Around. Dia. Through. Half. Pleni. Full. Sub, suf. Under, less Per. By. Poly. Many. Dis. Not, un. after. A. In, into, to, to- Equi. Equal. Post. After. Extra. Beyond. Pre. Before. ward. Hypo. Over. Stereo. Solid. Preter. Beyond. Ab. From. Tri. Three. Pro. For. Trans. Across, again, Un. Not. Proto. First. Re. Again, back. through. Quad. Four.

TOPIC XII.-Lesson XI.

SUFFIXES AND DEFINITIONS.

Ab, ac, ar, ary, ic, ite, En, fy, ize. To make. Hide. State, being. ial. Pertaining to. Ery. Act or art. Ward. Toward. That Ess, ress. Female. If. Plenty. Able, ible, ble. Head, hood. Charac-Full. Full of. may be. An, ast, a, eer, ian, Less. Without. ter or state. ist, ite, or, san. The Sing, kin. Little. Ing. Continuing. Cle, ock, will. Young. Ion, ment, ure. State, person who. Ance, ancy, evey, cy, Ly. Like. art. ity, ty, ude. State, Ness. State of. Ish. Somewhat. Ism. Doctrine. Oiel. Recently. condition or art. Ant, ent. The person Very. Quality. Ity. Being. Ive, ous. Having the Rick. Office. or thing. Ship. Ate. To make. quality of. Condition. Some. Full of. Ed. Did.

TOPIC XII.—Lesson XII.

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DERIVATIVE EXERCISES.

PREFIX.	ROOT.	SUFFIX.	DEFINITION.
Re -	deem -	er,	one who redeems or ransoms.
En -	grav -	er,	one who engraves.
In -	sert -	er,	one who inserts.
Inter -	pos -	ing,	placing between.
Trans -	gress -	ion,	the violation of a law.
With -	draw -	al,	to withdraw, to remove.
Un -	bind -	ing,	to let loose, to unfasten.
Trans -	act -	ing,	performing, conducting.
In -	alien -	able,	that cannot be transferred.
Tri -	en -	nial,	happening every three years.
Super -	annu -	ated.	impaired by old age.
U -	nanimous	- ly,	of one mind.
In -	anim -	ate,	lifeless.
In -	articul -	ate,	indistinct.
Ab -	brevi -	ate,	to shorten.
Pre -	cis -	ion.	exact limitation.
Pre -	cise -	ly,	exactly.
In -	cendi -	ary,	one who sets houses on fire.
Con -	cept -	ion,	notion, idea,
In -	cipi -	ent,	commencing.
Par -	ticip -	ate,	to share.
As -	cert -	ain,	to determine.
Dis -	cern -	ment,	judgment.
Dis -	crimin .	ation,	distinction.
Per -	cent -	age,	an estimate by the hundred.
Precon -	cert -	ed,	planned together beforehand.
Re -	cit -	ation,	rehearsal.
In -	ciner -	ate,	to burn out.
In -	ciner -	able,	that may be burned to ashes.
Semi -	cir -	cle,	half a circle.

FOURTH GRADE.

TOPIC I.-Lesson I.

THE VERB.

The first thing that Bright calls for in this grade is the use of the term verb, present, past, future and perfect, as applied to verbs. In order to comply with this, as we wish Bright to be our basis, we think nothing can answer the purpose better than to review the Second Grade work. Most of this is in Part I., but pupils who have not been supplied with that book, or have given it to younger members of the family, can be furnished in some other way, for the first session of Fourth Grade. There is no reason why we should repeat this work in Part II., and there are many reasons to prevent our doing so, principally to avoid multiplying pages.

TOPIC I.-Lesson II.

TRANSITIVE VERBS.

Exercise III .- Part I., page 50.

TOPIC I.—Lesson III.

INTRANSITIVE VERBS.

Exercise IV. of same part and page; Intransitives.

TOPIC L-Lesson IV.

CHANGE OF PERSON AND NUMBER.

Add all that may be needed by the class of Exercise V., Part I. Lessons V., VI., VII., VIII., IX. and X., reviewing as may be needed, action, being and kind words, also Regular and Irregular, Transitive and Intransitive.

Exercises VII., VIII, IX., X., XI. and XII. Here we have come again to the "Sailor Boy," and two years later our pupils should be able to do much more than on the occasion of their writing in the Second Grade. "Playing School" also comes into these exercises. In this grade the story-writing should cease to be babyish.

TOPIC I.-Lesson XI.

CRITICISM.

This lesson may be employed in criticising the stories alluded toabove; or if they have not been written, in given outlines.

TOPIC I.-Lesson XII.

REVIEW.

A Review of the Exercises given above.

TOPIC II.—Lesson I. PUNCTUATION AND CAPITALS.

As this calls for Punctuation and Capitals, see rules for Punctuation, page 75; besides which we here give examples illustrating those rules. The numbers following the examples correspond with the number of the rule.

EXAMPLES ILLUSTRATING RULES FOR PUNCTUATION.

- 1. Jesus wept. [R. 1.]
- 2. Is it true? [R. 2.]

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- 3. O my God, I submit! [R. 3]
- 4. James lives in London. [R. 4.]
- 5. Lily, go to Mary and say:
 "Mary, mamma wants you,
 please." [R. 5.]
- 6. He said: "Never mind."
 [R. 6.]
- 7. The Almighty Ruler knoweth His subjects. [R. 7.]
- 8. James First of England, son of the unfortunate Mary. Honorable Sir, Most Respected Master. [R. 8.]
- 9. How few can be trusted! [R. 9.]
- Mr. C. W. Wells, St. Louis, Mo.

- 10. Are'nt you afraid to go?
 [R. 10.]
- 11. When papa comes, let me know. [R. 11.]
- 12. Mr. O. W. Holmes. [R. 12.]
- Happy, Happy Childhood.
 The Influence of Childhood.
 (Subject for composition.)
 [R. 13.]
- She had not room for the word morning; she divided it thus, morn-ing. [R. 14.]
- The roots were Anglo-Saxon.
 [R. 15.]
- The word was divided thus, in-di-vid-ual. [R. 16.]
- I tell you I cannot, cannot do it. [R. 17.]
- Mr. T. H. Holden, Book Agent.

The above examples illustrate all the rules given in Letter-Writer, Part I. Those in Part II. will come in later. As they are mostly rules that have been used up to this, they need only reviewing, and should, therefore, require no more time than that given to prepare a lesson.

TOPIC II.-Lesson II.

RULES PRACTICED.

Some Dictation exercise that will test pupils' knowledge of the Rules of Punctuation.

TOPIC II.-Lesson III.

Use of Rules.

Take some one of the stories you have written, and see what punctuation rules it calls for.

TOPIC II.-Lesson IV.

ORDERS ON GOODS, PUNCTUATION OF SAME.

See Letter-Writer, 11th Letter, Third Grade. Write three such orders and tell what rules of punctuation you have used.

TOPIC II.-Lesson V.

A DIALOGUE ON A LETTER.

Write a dialogue on the 12th Letter, Third Grade.

TOPIC II.-Lesson VI.

MAKING BILLS.

Write five bills after the plan of 13th Letter, Third Grade. Tell about the Punctuation and Capitals.

TOPIC II.-Lesson VII.

SENDING BILL A DISTANCE.

Address to some firm in St. Louis, N. Y., or Chicago, orders like that in 15th Letter, Third Grade.

TOPIC II.-Lesson VIII.

LETTER WRITING.

Tell all that you notice in the last letter of Third Grade.

TOPIC II.-Lesson IX.

CAPITALS AND PUNCTUATION IN YOUR READER.

Select some lessons from your Reader for the purpose of noting the Punctuation and Capitals.

TOPIC II.-Lesson X.

Dictation Exercise for the Punctuation.

TOPIC II.-Lesson XI.

Review of rules for Punctuation and Capitals from 1st to 20th.

TOPIC II.—Lesson XII.

In addition to the rules learned concerning Capitals, commit the following to memory:

There should be a Capital-

- 1. At the beginning of every sentence.
- 2. At the beginning of proper nouns and adjectives.
- 3. At the beginning of the first word of every line of poetry.
- 4. At the beginning of abbreviations of titles.
- 5. At the beginning of the names of months and days of the week.

6. At the beginning of names of the Deity and of personal pronouns representing them.

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7. The pronoun I and the interjection O, and single letters used in abbreviation of proper nouns must be written in Capitals.

TOPIC III.-Lesson I.

RULES FOR SPELLING.

For this see Exercise XIII., Part I. Rules are given in Sixth Grade.

TOPIC III.—Lesson II.

FINAL E.

Write ten words illustrating the rule for final e. Twenty when the e is retained.

TOPIC III.-Lesson III.

FINAL Y.

Give the rule for final y. Write ten words illustrating it; and ten more showing when the y is retained.

TOPIC III.-Lesson IV.

WORDS TO FIND THE RULES.

To which of these rules do peaceful, army, essay and causeless belong?

TOPIC III.-Lesson V.

WORDS FOR THE RULES.

To what rules do the words hotter, blotted, permitted, belong? Give the cases wherein the consonant is not doubled.

TOPIC III.-Lesson VI.

Rules for Forming the Plural and its Exceptions.

Illustrate the general rule for forming the Plural and the Exceptions to this rule.

TOPIC III.-Lesson VII.

FIGURES, LETTERS AND SIGNS MADE PLURAL.

How do figures, letters and signs form their Plurals? Give examples.

TOPIC III.-Lesson VIII.

THE POSSESSIVE .- RULE AND EXCEPTION.

Give the general rule for forming the Possessive; and the exceptions. Write twenty words illustrating both.

TOPIC III.-Lesson, IX.

PRINCIPLES FOR PRONUNCIATION FROM WEBSTER'S UNABRIDGED. Give 1st, 2d, 3d, 4th and 5th Principles for Pronunciation.

TOPIC III.-Lesson X.

PRINCIPLES OF PRONUNCIATION.

Repeat 6th, 7th, 8th, 9th, 10th and 11th principles.

TOPIC III.-Lesson XI.

PRINCIPLES APPLIED TO SUCH WORDS AS, HEIR, THEIR. PREY, ETC.

Give the principles that refer to heir, their, prey, myrtle, height, bind, beaufin, sieve, been, caprice, thirsty and identical.

TOPIC III.-Lesson XII.

PRINCIPLES OF PRONUNCIATION.

What principle is shown by the words one, knowledge, flood, more, wolf, drew, should, beauty, feud, does, fly, push?

TOPIC IV.-Lesson I.

THE IRREGULAR VERBS.

Again we must go back to Topic II.

Use the Irregular Verbs in a dialogue similar to Topic II., o. Second Grade.

TOPIC IV.—Lesson II.

Nominative Forms.

Write a dialogue of fifteen to twenty lines illustrating the Nominative forms.

TOPIC IV.-Lesson III.

OBJECTIVE FORMS.

Do the same showing the Objective forms.

TOPIC IV.-Lesson IV.

Possessive Forms.

For the dialogue illustrating Possessive forms, read carefully Exercise XIV., Part I.

TOPIC IV.-Lesson V.

TRANSITIVE AND INTRANSITIVE VERBS.

Write ten sentences containing Transitive and twenty containing Intransitive Verbs.

TOPIC IV.-Lesson VI.

IRREGULAR VERBS.

Give ten sentences, each containing an Irregular Verb.

TOPIC IV.-Lesson VII.

BEING, STATE AND ACTION WORDS.

Write twenty sentences containing Being words, five containing State words, and ten containing Action words.

TOPIC IV.-Lesson VIII

PLACING WORDS IN THEIR RESPECTIVE COLUMNS.

Place in their respective columns ten each of the following words: Being, Action, State, Time, When and Where words, and select from your Reading Lesson all the Being, Action and State words that you can find.

TOPIC IV.-Lesson IX.

VERBS.

How many different kind of Being words do you know? How do you form the Present? The Past? The Future?

TOPIC IV.-Lesson X.

VOWELS AND CONSONANTS

Write the names of all the Vowels and Consonants.

When are w and y used as Vowels?

Ans.—W and y are consonants when they begin a word or syllable, but in every other situation they are vowels.

Vowels are pure tones or voice letters.

Consonants cannot be fully sounded without the aid of the vowels.

Examples. - W as a consonant, wrap.

W as a vowel, draw, crew, now.

Y as a consonant, youth, yet, yes, year, York.

Y as a vowel, rhyme, system, party, pyramid.

TOPIC IV.-Lesson XI.

MARKING WORDS.

Turn to Topic V., Third Grade, and take therefrom thirty words, divide them into syllables and mark their accent, their vowels and consonants.

TOPIC IV.-Lesson XII.

WORDS PRONOUNCED ALIKE BUT SPELLED DIFFERENTLY.

Write the words corresponding to each of the following:

Air, lie, oar, isle, alter, awl, allowed, bin, bettor, dents, fur, flee, grater, lief, hire, lye, mite, quartz, skull, so, shone, side, sighs, sleigh, vane, vail, waste, presence, lent, hare, forth, choir, groan, peace, vein, pried.

Review before taking up next quarter's work.

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TOPIC V.-Lesson I.

PERSONAL PRONOUNS.

	Nom.	Poss.	Овј.	Interrog.	SIMPLE RELATIVES.
First P.				Sing. & Plu.	
Sing. Plural.	I We	My or mine Our or ours	We Us	Who	Who, which, what and that.
1 0001000	110	041 01 0415		Whose	
Sec. Per.				Whom.	Whoever, whosoever.
Sing. and Plural.	You	Your	You		Whichever, whichsoever.
-					Whatever, whatsoever.
Third P.	They	Their	Them		
Sing. and Plural.		Its	It		

TOPIC V.-Lesson II.

Nominative, Possessive and Objective forms of Pronouns, represented in another way.

SINGULAR. Nom. I Poss. My, mine Obj. Me		PLURAL.			SINGULAR.		PLURAL.			
				Nom. Poss. Obj.		88.			Ye, you Your, yours You	
Nom. Poss. Obj.	He, it His, it Him, it		They Their, Them	theirs Pos		ss. Her, he		The The The		ir, theirs
SIMPLE PERSONALS.			IPOUND SONALS.	SIMPLE RELATIVES		Compound Relatives.		INTERROG ATIVES.		- Posses-
I, thou He, she We, our My, min Ye, you Your, t Thine, His, Hi Her, its Their,	r, us ne t, hy thee m s, they	Mysel Yours Himsel Hersel Ourse Them Itself Thyse	selves elf elf elves selves	Who Whiel What That As		Who Whi Whi	oever osoever chever chsoever atever atsoever	Wh Wh Wh	ich	Mine Thine His Hers Ours Yours Theirs

TOPIC V.-Lesson III.

This is the opening of a new quarter's work, commenced in most cases after the November examination. Bright calls for the use of the *Pronoun* in this year's work, and there can be no better time than the Second Quarter of Fourth Grade.

THE PRONOUN.

- 1. I, thou or you, he, she and it, are leading Pronouns, the others are only variations of these five. Mine and thine are used in the solemn style.
- 2. When there are two forms of the possessive case, one of them is used when the name of the thing possessed is expressed; the other when it is omitted.

Examples.—That is your book, but this is mine.

This is my book, but that is yours.

3. Sometimes we is used to mean but one. This is called the "editorial we." But though only one person is meant, the verb must agree with its subject in person and number.

Example. - We are inclined to think.

4. It is used indefinitely with the verb to be, in the third person singular, for all genders, numbers and persons.

Examples.-It is I. It is we. It is they. It was she.

5. When self or selves is added to the personal pronouns, they are called "Compound Personal Pronouns." They are: myself, ourselves, thyself or yourself, yourselves, himself, herself, itself, themselves. These are used for the sake of emphasis.

Examples.-I will go myself.

It was she, herself, who told me of it.

6. The compound relatives have only a nominative form.

TOPIC V.-Lesson IV.

Words Used as Adjectives and Pronouns.

7. In some cases, words that we have been calling "Pointing-out Words, "are used as prorouns, as when speaking of two objects, we say:

Examples.—This is my father. That is my brother.

Here this and that take the place of name words.

8. Sometimes each, every, either and neither, are used as pronouns.

Example.—Either [friend] will come.

- The relative pronouns stand for some noun before them in the sentence.
- 10. Who, which and that, are relatives. That only when it is used for who or which. That is often an adjective and sometimes a conjunction.
 - 11. What. In the sentences, "I took what was offered;" I

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RAL. ou yours

theirs

Possessives.

Mine Thine His

Hers
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took the orange that you gave," or "I took that which you gave me," when what can be replaced by that which, it is a pronoun.

- 12. Who, which and what, have sometimes the words ever or soever, annexed to them, and each combination of this sort is called a Compound Relative.
- 13. When these three words are used in asking questions they are called Interrogatives.

TOPIC V. 'Lesson V.

ADJECTIVE PRONOUNS.

- Adjective Pronouns are so called because they partake of the properties of both adjectives and pronouns.
- 2. There are four sorts of adjective pronouns, namely: Possessive, Distributive, Demonstrative and Indefinite.
- 3. The Possessive Pronouns relate to possession or property. They are: My, thy, his, her, its, our, your, their.

In most grammars the Possessive Adjective Pronouns, my, thy, her, our, your, their, are classed with the possessive cases, of the personal pronouns, mine, thine, hers, ours, yours, theirs, but there is an essential difference between them. The former cannot be used without nouns, and are consequently of the nature of adjectives; but the latter stand for or represent nouns, and are, therefore, genuine pronouns.

TOPIC V. Lesson VI.

THE NOUN SELF.

The noun **self**, and its plural **selves**, are added to pronouns to mark the person with emphasis or apposition; thus, "You did it your-self," means emphatically you, and no other.

Pronouns formed in this way are called the Emphatic Pronouns.

They are also called the Compound Pronouns.

Own is frequently added to possessive pronouns, for the purpose of marking more strongly the relation of property or possession.

EXAMPLE. - My own house.

Compound Pronouns are called Reflective when they denote that the action is, as it were, reflected or thrown back upon the agent, or, in other words, when they denote that the agent and the object of the action are identical.

Examples.—They injured themselves. She hurt herself. "He who hath bent him o'er the dead."

TOPIC V.-Lesson VII.

EACH OTHER, ONE ANOTHER, ETC.

Each other and one another, are called Reciprocal Pronouns, because they denote the mutual action of different agents upon each other.

Examples .- They struck each other. Love one another.

Each other, is properly used of two, and one another, of more.

Each other and one another may be regarded as if forming one compound, having a possessive and an objective case, but strictly speaking they are distinct pronouns, having separate constructions. Thus in the above sentence, "They struck each other," each bears an adjective relation to they, and other is governed in the objective case by struck. A similar construction will apply to the sentence, "Love one another," in which one stands in the adjective relative to the nominative ye, understood, and another is governed by love.

The Distributive Pronouns are so called because they denote the persons or things that make up a number, as taken separately and singly. They are each, every, either, neither.

TOPIC V.-Lesson VIII.

Each properly denotes two persons or things, taken separately, and is, therefore, singular.

Example. - Each of you both is worthy.

It is, however, often used for every, and applies to more than two.

Example. - The four beasts had each of them six wings.

Every is applied to more than two persons or things, taken individually or separately, and is therefore singular.

Example.—Every boy in the school is constantly employed.

Either denotes one of two persons or things, and is therefore singular.

Example.—Either of them is sufficient.

It is sometimes used for each.

Neither means not either.

Example. - Neither of them is in fault.

The Demonstrative Pronouns point out the subjects to which they relate. They are this and that, with their plurals, these and those.

This, refers to the nearer person or thing; and that, to the more distant. Hence, this is used to denote the latter or last mentioned, and

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that, the former or first mentioned. The same distinction is to be made between their plurals.

Example.—"Some place their bliss in action, some in ease; those call it pleasure, and contentment these."

TOPIC V.-Lesson IX.

YON, YONDER.

Yon, and its comparative yonder, should be added to the Demonstrative Pronoun.

Example.—" You flowery arbors, youder alleys green.

The Indefinite Pronouns are so called because they are used in an indefinite or general manner. The following are of this class: Any, all, few, some, several, one, other, another, none, etc.

Strictly speaking, all the indefinite pronouns are adjectives with their nouns understood, except one, other, and its compound, another, when they stand for and are declined like nouns, as in the following

Examples. - " One ought to know one's own mind.

"Do unto others as you would wish that they should do unto you."

"Teach me to feel another's woe."

Any is the diminutive of an or ane, and like it, it originally meant one. Any differs from an in its being applied to plural nouns.

All is applied to the whole of a quantity or number taken together.

Examples. - All the corn. All the men.

It is sometimes equivalent to every.

Example.—I will give you all the apples—or every apple—on that tree for a guinea.

TOPIC V.-Lesson X.

Review questions.

TOPIC V.-Lesson XI.

Composition on the Pronoun.

TOPIC V.-Lesson XII.

Criticism on this composition.

TOPICS VI. to IX.

Stories, Spelling, Capitals, Punctuation, Paragraphing and general appearance criticised. See list of subjects on page 65, Section I.; also Exercise on Description, page 41, of same Section.

For those who began this Grade in September it is now the beginning of the Third Quarter. Topic IX. is taken for the stories, but the teachers may use them instead of another lesson whenever they see fit.

"THE CROWNING OF THORNS."

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[See Illustration.]

There is so much in the beautiful story of which I am to give you an extract, that I wish I could give it all in these pages. But this is not a story-book, even though it calls for stories.

Loretta Hammond was a sweet child of some twelve years, about five feet high, slenderly built. Her hair and eyes were of about the same color, if a person may be said to have auburn eyes. The hair hung in a double braid down to the neat, tapering waist, and the eyes, which could only look kindly, were ones that never saw sorrow unmoistened.

A well-trained little girl, with easy, graceful ways, and a sweet, rich voice. Lora, as she was called, had always had a number of admirers. None of these attractions were lost on the proud, tender mother. Yet, to have all returned to the bountiful Maker was her only wish. Ah! how carefully that mother watched every change of school and companions; for well she knew how much may be gained or lost in the companions of childhood.

There was in her room a picture of the "Crowning of Thorns," and this picture had to hear all Mrs. Hammond's joys and sorrows. One evening, after Lora had finished her school exercises for the following day, she glanced up quickly and found her mamma's eyes bent on her with loving-kindness. Hastily laying aside her slate and book, Lora seized her little ottoman, and seating herself thereon, with her elbows on mamma's lap, she said: "Now, mamma, my lessons are all finished. I have not had any extra play to-day, and I want so much to know if that picture, 'The Crowning of Thorns,' has a history.''

Mrs. Hammond allowed one hand to rest on the fair head of her darling, as she repeated, "Has that picture a history? It has, indeed, darling; but I did not intend to tell it to you yet. However, as you ask it, and you are my only earthly treasure, the only one who must ever hear this from me, I will tell it to you, but on this condition, you are to make use of it whenever and wherever you can without bringing in mamma's name."

Lora looked serious. She had looked for nothing of this nature, but she wanted to hear the story, and besides, she wanted to do what mamma wished.

"Well, darling, it is now twenty years since that picture was presented to me. Among my young friends was one we all called Vesta. She was everyone's favorite, was flattered by principals, teachers, pupils, companions, and, of course, by all at home. Vesta showed a special liking for me, a fact of which I was very proud, but a point so necessary to my happiness that I could not bear the thought of anyone ever coming across us that would steal from me the love I so highly prized. You see, dear Lora, there was nothing noble or elevating in this. was only a vanity arising from the fact that among all who sought the little belle, I was the chosen one. Every night as I knelt to implore Almighty God's blessing on my thoughts, words and actions, as with uplifted hands I implored my Creator to remove from me all occasions of sin, the conflict would arise in my heart, 'What would you do were God to take Vesta from you?' Even now, dear Lora, I blush to think that it was not the loss of Vesta I dreaded so much as the fear that I might be supplanted. See my mean, unworthy selfishness."

"No, no, mamma, you must not, indeed—you must not speak of my noble mamma in this way. I shall not stand it. But go on, dear mamma, go on."

"One day, as I was preparing for my weekly confession, I resolved that I would pluck that poisonous weed out of my heart, and going into mamma's room I secured the door, and kneeling down by a statue of the Immaculate Conception I prayed my prayer. I have never told you that my papa was for some years very negligent in the performance of his religious duties. Indeed, it was, at this time, five years since he had been to confession. Some said he was too proud of his learning, and as I had once heard our priest tell us that for intellectual pride, than which none is more dangerous, we should pray to our Blessed Lord crowned with thorns, the picture came before my mind. I was looking up, for I had become very eager, and I said: 'Dear suffering Lord, by your Crowning of Thorns, give papa all that he needs, and I promise never more to care for likes and dislikes.' With this, I glanced around, and who was sitting in the great arm-chair but papa! He appeared to be sound asleep; but the next Saturday he went to confession, and that afternoon he presented me with that picture."

"O, mamma! but what became of Vesta?"

"The story is too long. Some Saturday afternoon I shall tell it to you."

Now that we have stolen so much space for a story, we must make good use of it, so that you may have another one. First we shall make an outline of it, so that you can follow the same plan of stories from your Readers.

What does the first paragraph of the story tell you? Who is the story about? Give her age, height, kind of hair and eyes. What is

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said of the eyes and hair? What kind of a little girl must she, therefore be? Is she an orphan? Was there any, besides strangers, to know her good qualities? Was that one proud of them? What was her only What led to the telling of the story? What change did Lora make in her posture? Can you see, in your mind's eve, the picture of If mamma told it to Lora as a secret, how did it mother and child? get into this book, where so many will know all about it? Is this the very secret that is entrusted first to one, and in a short time thousands What is the story? Why was Vesta so have it, but all in a secret? much liked? What reason did Lora's mamma give her little daughter for liking Vesta? What was Lora's reply to her mamma's self-accusa-Why did not Lora know this What about Lora's grandpa? before? What is intellectual pride? Why is our Lord, crowned with thorns, invoked for this dreadful malady? What was Mrs. Hammond's prayer? What the result? Why is the picture of the Crowning of Thorns so dear to Mrs. Hammond?

You see now, dear children, how much the writing of a composition, or story, as we call our writings in this Grade, includes. You write a story, another reads it and answers all the questions we have here asked, and so on all through the class, if you, have as you are required, each written a story. Sometimes, it takes an entire week to get a story corrected, when it is done on the plan we have used. If there are twenty little children in the class, there are that many stories and that many little critics. There is the spelling to be talked about, the punctuation and capitals, the paragraphs, the title of the story on which so much depends, the legibility of the writing, and above all, the special points given by your teacher for the first criticism. Then the Some may bring their work in the time it may take each one to write. next morning, neatly and correctly done; others say they have not finished, may not have made an attempt. But, most likely, the teacher will see that the required story makes its appearance, even though it should be at the end instead of at the beginning of the week.

Now, pay attention! When you see a lesson has for its work "a story," or a history of some kind, a sketch, and so on, you will also see that the two or three following lessons call for some rules of spelling, punctuation, capitals and so on. All this is to call pupils' attention, not to the work of others, but to their own. "You are to learn to do by doing."

HOW GRANDMA WAS SURPRISED.

[See Illustration.]

It is a bright, beautiful afternoon in a little village, near the great city of New York. Myrtie's grandma is sitting in her cozy little room knitting, when she sees her little grandchild holding her hand over her mouth, looking as if she would like to hold something back that was determined to come out. Grandma was usually Myrtie's confidence, so she kindly asked her, "Has Myrtie something to tell grandma?"

Poor Myrtie! she could not help it, indeed she could not; so she said: "O, grandma, if you will never tell."

"Very well, it is easy to keep that promise, I presume, so I am ready to assume the responsibility."

So Myrtie went on: "You know, grandma, to-morrow will be your birthday. You will be seventy-five years old, and you are to receive that many presents. Oh, it is to be such a great, great surprise! Every one is making something. Mamma's gift is a crocheted bedspread; papa has bought such a lovely carriage, just for yourself when you go to Mass in the morning; Uncle George got the harness; Aunt Anne is to get the buffalo robe for the cold weather; Cousin Horace is to drive every other week with Fred., and, and—oh, grandma! oh, don't let on! here is mamma coming."



TOPIC X.

Principles of Pronunciation. (Concluded.)

- 62. B. The sound represented by this letter, which is unmarked, is heard in the words barn, rob, labor, table, etc.
- 63. C, marked c (soft c), has the sound of s, as in cede, trace, acid, cypress, etc.
- 64. C, also has the sound of k when it comes before a, o, u, l or r, before k, s nor t final, and when it ends a word or syllable, as in call, cut, cot, etc.
- 65. C, has the sound of z in the words sacrifice, rice, suffice and discern.
- 66. Ch, unmarked, has very nearly the sound of tsh, as in much, riches.
- 67. Ch, marked ch (French), has the sound of sh, as in chaise, machine.
- 68. Ch (Latin ch), has the sound of k, as in chorus, epoch. The words cherub and charity, with their derivatives, are exceptions.

- 69. Ch is silent in the words drachm, schism.
- 70. D. The sound of d, unmarked, as in dale, sad, rider.
- 71. F. The sound of f, unmarked, as in fame, leaf, softly.
- 72. G (hard), as in go, get, gave, keg, smuggle.
- 73. G (soft), has the sound of j, as in gem, rag, caged, engine.
- 74. In a few words from the French, g retains the sound of zh, as in mirage, rouge, etc.
- 75. Gh. This digraph, unmarked, at the beginning of a word, has the sound of g hard, as in ghost, gherkin.

It is silent after the vowel i, as in high.

In the words draught and laughter it has the sound of f.

Sometimes it has the sound of k, as in lough, shough.

In the word hiccough, it has the sound of p.

- 76. H. This letter, unmarked, is a mere breathing, and represents no fixed configuration of the vocal organs.
- 77. J. This letter, which is unmarked, has very nearly the sound of dzh, being precisely the same as that of g soft, as in jar, jeer, joke, etc.
- 78. K. This letter, which is unmarked, has one uniform sound, as heard in keep, king, kitchen, etc.
- 79. L. The sound of l, unmarked, as heard in left, bell, chalice, melting, etc.
- 80. M. The sound of m, unmarked, as heard in make, aim, clamor, armed, etc.
- 81. N. The sound of n, unmarked, as heard in nail, ten, panel, entry, etc.
- 82. The sound of n, as heard in linger, link, uncle, etc., marked, N, n.
 - 83. The sound of ng, unmarked, as in sing, singer, singly, etc.
- 84. The sound of p, unmarked, as heard in pay, ape, paper, aptly, etc.
- 85. **Ph.** This digraph, which is unmarked, occurs chiefly in words of Greek derivation, and has usually the sound of f, as in phantom, sylph, philosophy, etc.
- 86. Q. Q is followed in all cases by u, these two letters taken together, have usually the sound of kw, as in queen (kween), conquest (konk-west).
- 87. R. This letter, which is unmarked, may be viewed under three aspects: as in rip, trip, carol, etc. Sometimes called rough, trilled, dental, or initial r.

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- 90. S, unmarked has its regular sharp or hissing sound, as in same, yes, massy, resting, etc.
- 91. S, when marked thus, S, s, has the buzzing sound of z in zeal, as in has, amuse, rosy.
- 95. Sh. This digraph, which is unmarked, represents the simple sound heard in shelf, flesh.
- 96. T. The sound of t, unmarked, as heard in tone, note, noted, assets, etc.
- 98. Th, unmarked has its sharp or whispered sound, as in thing, breath, author, athlete, etc.
- 99. Th has its soft, flat, or vocal sound, in such words as thine, then, with, mother.
 - 101. V. The sound of v. unmarked, as in vane, leave, civil.
- 102. W. At the beginning of a word or of a syllable, as wet, worse, inward, this letter, which is unmarked, is a consonant, formed from, and nearly resembling, the vowel oo, but requiring for its utterance a closer position, or greater contraction, of the labial aperture; and this compression of the lips changes the quality of the sound, giving it a buzzing and articulative, instead of a smooth and purely vocal character.
- 103. Wh. The true sound of these letters is in the reverse order, viz: hw, as they were written by the Anglo-Saxons; e. g., whet is pronounced hwet, the h is here a free emission of breath through the position taken by the lips in the formation of w.
- 104. X. This letter has two sounds, viz.: its regular sharp sound, unmarked, like ks, as in expect, and its soft or flat sound, marked X, x, like gz, in exist.
- 105. Y. The sound of y, unmarked, as in yawn, year, young, beyond, etc.
- 106. Z. The regular and leading sound of this letter, which is unmarked, is heard in zone, maze, hazy, frozen, etc.
- 107. Zh. This sound is the vocal correspondent of sh, and is uttered with the organs in precisely the same position.
- 118. It is a just principle, laid down by Walker, that, "when words come to us whole from the Greek or Latin, the same accent ought to be preserved as in the original. Hence the following words ought to be accented as here marked, viz.: Abdo'-men, hori'-zon, deco'-rum, diplo'-ma, muse'-um, sono'-rous, acu'-men, bitu'-men, and, on like grounds, farra'-go, and others.

Yet the strong tendency of our language to accent the antepenultimate in all words of three or more syllables has caused this principle to be violated in some cases, as in am'-azon, cic'-atrix, min'-ister, or'-ator, pleth'-ora, etc.

119. Words of more than two syllables having the same orthog-

raphy are generally distinguished by a difference of accent further from the end.

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120. With a very few exceptions words of more than two syllables having the following terminations take the accent on the antepenult, or last syllable but two: cracy, as democ'-racy, theoc'-racy; ferous, as somnif'-erous, umbellif' erous; fluent, as af'-fluent, circum'-fluent; fluous, as mellif'-luous, super'-fluous; gonal, as diag'-onal, hexag'-onal; gony, as cosmog'-ony, theog'-ony; grapher, as lexicog'-rapher, stenog'-rapher; graphy, as photog'-raphy, typog'-raphy; loger, as philol'-oger, astrol'oger; logist, as entomol'-ogist, physiol'-ogist; logy, as chronol'-ogy, mythol'-ogy; loquy, as col'loquy, solil'-oquy; machy, as logom'-achy, theom'-achy; mathy, as chrestom'-athy, polym'-athy; meter, as barom'-eter, hygrom'-eter; metry, as altim'-etry, geom'-etry; nomy, as astron'-omy, econ'omy; parous, as ovip'-arous, vivip'-arous; pathy, as ap'-athy, antip'-athy; phony, as antiph'-ony, coloph'-ony; scopy, as aeros'-copy, deuteros'-copy; strophe, as apos'-trophe, catas'-trophe; tomy, as anat'-omy, lithot'-omy; trophy, as at'-rophy, hyper'-trophy; vomous, as flammiv'-omous, igniv'-omous; vorous, as carniv'-orous, graminiv'-orous.

123. Words ending in *ic* and *ics* derivatives form words in *ikos* or *icus*, in Greek or Latin, or formed after the same analogy, have their accent on the penult; as epidem'-ic, scientif'-ic, etc. The following words are exceptions, having the accent on the antepenult, viz.: ag'-aric, Ar'-abic, arith'-metic, ar'-senic (n.) cath'-olic, chol'eric, ephem'-eric, her'-etic, lu'-natic, pleth' oric, pol'-itic, rhet' oric and tur'-meric. Climacteric has usually the antepenultimate accent, though some pronounce it climacter'-ic. In like manner, the nouns empiric and schismatic, and the noun and adjective splenetic, are sometimes accented on the penult, and sometimes on the antepenult.

the words having these terminations *E-al*, *E-an* and *E-um*. A part of the words having these terminations follow the English analogy, and take the antepenultimate accent; as ceru'-lean, hyperbo'-rean, Her-cu'-lean, Mediterra'-nean, subterra'-nean, Tarta'-rean, marmo'-rean, petro'-leum, perios'-teum, succeda'-neum. A part accent the penult; as adamante'-an, Atlan-te'-an, colosse'-an, empyre'-an, Epicure'-an, Europe'-an, pygme'-an; mausole'-um, muse'-um. Orphean, being derived from Or'-pheus, is more properly accented Or'-phean.

Most words ending in eal accent the antepenult; as lin'-eal, ethe'-real, fune'-real; but hymene'-al, and ide'-al, take the accent upon the penult.

125. The Termination ose. There is a considerable number of adjectives ending in ose, as animose, comatose, operose, etc., in the accentuation of which the dictionaries are at variance with each other, and many of them inconsistent with themselves.

But all words of this class, as Walker remarks, ought, from their form and derivation, to be pronounced alike.

Walker himself accents them all upon the last syllable, and in this he is followed by Worcester and Cooly; but, in trisyllables having this termination, most recent authorities, following the natural tendency of the language, as well as the prevailing usage, give only a secondary accent to the last syllable, placing the principal accent on the antepenult.

TOPIC XI.-Object Lessons.

The Eleventh Topic of Fourth Grade cannot be more profitably spent than in Reading some of the Lessons from Sheldon for Dictation Exercise.

Wax candles are manufactured from two kinds of wax—animal and vegetable. Beeswax is a substance secreted by bees on their bodies, and of which they construct their cells.

For the methods of obtaining the wax, see the lesson on "Beeswax."

The insect wax of China is the product of a small white insect, which deposits it upon the trees on which it feeds.

Of the vegetable waxes, the Japanese, the palm wax, of New Granada, and the myrtle wax of the United States, are the principal.

Of these the myrtle or barberry wax is used most extensively, and is becoming an important article of commerce.

The Japanese and myrtle wax are obtained from berries, and the palm wax from bark.

Wax candles are generally made by pouring the melted wax over the wicks, and rolling them, during the process and at its close, between two marble slabs, in order to give them shape. Moulds of glass encased in gutta-percha are sometimes used.

A WAX CANDLE.

Qualities.—Cylinder, hard, opaque, yellowish white, the wax is sticky, fusible, the wick is inflammable, tough, white, fibrous, flexible.

Parts.—The wick, wax, the surface, faces, ends, edges, top, bottom, middle; to give light.

BREAD.

Qualities.—Edible, moist, wholesome, solid, nutritious, porous, opaque, absorbent, brittle, brown.

Uses .- The crumb is yellowish-white, soft when new; to nourish.

SALT.

Qualities.—White, hard, sparkling, sapid, granulous, sapid or has a taste, salt or saline, hard, opaque, soluble, fusible, preservative.

Uses.—To flavor food; to preserve from putrefaction; to manure land.

WATER.

Qualities.—Liquid, reflective, glassy, colorless, inodorous, transparent, cleansing.

Uses .- To cleanse, to fertilize, to drink, for cooking purposes.

MILK.

Qualities.—White, liquid, opaque, sweet, wholesome, nutritious, greasy.

Uses.—To make cheese, butter, puddings, to drink; food for young animals.

RICE.

Qualities.—It is white, hard, opaque, smooth, stiff, bright, solid, porous, absorbent, wholesome, nutritious.

· Uses .- To nourish.

LOAF SUGAR.

Qualities.—Soluble, fusible, brittle, hard, sweet, white, sparkling, solid, opaque.

Uses .- To sweeten our food.

GINGER.

Qualities.—Pungent, dull, hard, dry, fibrous, aromatic, tough, opaque, wholesome, medicinal, jagged, light brown.

Uses .- To flavor food; for medicine.

AN UNCUT LEAD PENCIL.

Qualities.—Hard, odorous, long. Parts.—Surface, face, ends.

BARK OF THE OAK TREE.

Qualities.—Brown, rough on the outside, smooth on the inside, opaque, dry, inflammable, stiff, solid, dull, durable, fibrous, astringent.

Uses .- To guard the tree from injury; for tanning.

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TOPIC XII.

ADVERBS.

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Above Below Down Up here Hither There Where Herein Hence Thence Whence Everywhere Far back Yonder Fourth Away Abroad Aloft Forwards First Secondly Wherever	Again After Ago Always Anon Early Ever Never Frequently Hereafter Hitherto Immediately Lately Now Often Seldom Soon Sometimes Then When While Until	Where- fore There- fore Then Why	Anyhow Amiss Asunder Badly Easily Foolishly Sweetly Certainly Surely Verily Nay Not Nowise Perhaps Perchance Probably	As Almost Altogether Enough Even Equally Much More Most Little Less Least Wholly Partly Only Quite Scarcely Nearly Too Chiefly Somewhat	Adv. Verily Truly Not No Yes Etc.

LIST OF PREPOSITIONS.

A, abroad, about.		Far, from, in, into.		
Across, against.		Like, notwithstanding.		
Among, athwart.		Of, off, on, over, out.		
Before, behind.		Past, round.		
Beneath, beside.		Save, since, till, through.		
Between, betwixt.		Throughout, toward.		
Concerning, down.		Under, into, up, upon.		
During, ere, except.		With within without		

The above words to be used in this series. Others to be selected from the Readers, Geographies and Catechism exercises.

CONJUNCTIONS.

- 1. Conjunctions are usually divided into Copulative and Disjunctive.
- 2. Copulative Conjunctions are usually so called because they connect things which are to be considered jointly: as and, also, both.
 - 3. Disjunctive Conjunctions are so called because they imply

diversity, negation, doubt or opposition: as either or neither, nor, whither, lest, but, unless, yet, however, notwithstanding, nevertheless, though, although, than.

4. Conjunctions are also subdivided into-

Adversative: as but, however.

Causal: as because, for, since, that.

Comparative: as than.

Concessive: as though, although, albeit, yet.

Conditional: as if, except, unless. Equality: as so as, as well as.

Exceptive: as unless.

Exclusive: as neither, nor.

Illative: as therefore, wherefore, then.

- Conjunctional Phases or compound conjunctions are formed of two or more words: as, as if, as though, as well as, and also for as much as, etc.
- 6. Sometimes the same words are used as conjunctions in one place and as adverbs or prepositions in another. In such cases it will be easy to distinguish the preposition, because it always governs the objective case of a noun or pronoun expressed or understood: as "Go-you before and I will go after." That is, "Go you before me, and I will go after you."

In the sentence, "He went down the street," down is an adverb, and street is governed by a preposition understood, as along.

It is not so easy in some cases to distinguish adverbs from conjunctions, nor is it of any great importance.

INTERJECTIONS.

Interjections are words or exclamations thrown in to express some sudden emotion of the mind: as Ah! For shame! O! Alas!

The following are interjections chiefly in use.

- 1. Of joy: as hey! heyday!
- 2. Of sorrow: as oh! ah! alas!
- 3. Of wonder: as ha! strange!
- 4. Of wishing or earnestness: as O!
- 5. Of pain: as oh! ah!
- 6. Of contempt: as fudge! poh! pish! pshaw! tush!
- 7. Of aversion as: foh! fie! fy! oh! begone! avaunt!
- 8. Of calling aloud: as ho! hello! soho!
- 9. Of exultation: as aha! huzza! hurra!
- 10. Of laughter: as ha! ha! ha!
- 11. Of salutation: as welcome! hail! all hail!
- 12. Of calling attention to: as lo! behold! look! see! hark!

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13. Of commanding silence: as hush! hist! mum!

14. Of surprise: as oh! ah! hah! what! indeed!

15. Of languor: as heigh-ho!

16. Of approbation: as bravo! well done!

TOPIC XIII.

The following rules are a good means of selecting the various parts of speech and placing them in their respective columns. In the Fifth Grade they may be used for analysis and parsing, as well as for the same purpose in the Sixth Grade.

IMPORTANT RULES OF CONDUCT.

(FROM HILL'S MANUAL.)

Never exaggerate.

Never point at another.

Never betray a confidence.

Never wantonly frighten others.

Never leave home with unkind words.

Never neglect to call upon your friends.

Name laugh at the misfortunes of others

Never laugh at the misfortunes of others.

Never give a promise that you do not fulfill.

Never send a present hoping for one in return.

Never speak much of your own performances.

Never fail to be punctual at the time appointed.

Never make yourself the hero of your own story.

Never pick the teeth or clean the nails in company.

Never fail to give a polite answer to a civil question.

Never question a servant or a child about family matters.

Never present a gift saying that it is of no use to yourself.

Never read letters which you may find addressed to others.

Never call attention to the features or form of anyone present.

rever our accounts to the remarks of total of anyone present,

Never refer to a gift you have made, or favor you have rendered.

Never associate with bad company. Have good company or none.

Never look over the shoulder of another who is reading or writing.

Never appear to notice a scar, deformity or defect of anyone present.

Never arrest the attention of an acquaintance by a touch. Speak to her.

Never punish your child for a fault to which you are addicted your-self.

Never answer questions in general company that have been put to others.

Never, when traveling abroad, be over boastful in praise of your own country.

Never call a new acquaintance by the Christian name unless requested to do so.

Never lend an article you have borrowed, unless you have permission to do so.

Never attempt to draw the attention of the company constantly upon yourself.

Never exhibit anger, impatience or excitement, when an accident happens.

Never pass between two persons who are talking together, without an apology.

Never enter a room noisily; never fail to close the door after you, and never slam it.

Never forget that if you are faithful in few things, you may be ruler over many.

Never exhibit too great familiarity with the new acquaintance; you may give offense.

Never be guilty of the contemptible meanness of opening a private letter addressed to another.

Never fail to offer the easiest and best seat in the room to an invalid, an elderly person or a lady.

Never neglect to perform the commission which the friend entrusted to you. You must not forget.

Never send your guest, who is accustomed to a warm room, off into a cold, damp, spare bed, to sleep.

Never enter a room filled with people, without a slight bow to the general company when first entering.

Never fail to answer an invitation, either personally or by letter, within a week after the invitation is received.

Never accept of favors and hospitalities without rendering an exchange of civilities when opportunities offer.

Never cross the leg and put one foot in the street car, or places, where it will trouble others when passing by.

Never fail to tell the truth. If truthful, you get your reward. You will get your punishment if you deceive.

Never borrow money and neglect to pay. If you do, you will soon be known as a person of no business integrity.

Never write to another asking for information, or a favor of any kind, without enclosing a postage stamp for the reply.

Never fail to say kind and encouraging words to those whom you meet in distress. Your kindness may lift them out of their despair.

Never refuse to receive an apology. You may not revive friendship, but courtesy will require, when an apology is offered, that you accept it.

Never examine the cards in the card-basket. While they may be

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exposed in the drawing-room, you are not expected to turn them over unless invited to do so.

Never give all your pleasant words and smiles to strangers. The kindest words and the sweetest smiles should be reserved for home.

"Home should be our heaven.

We have careful thought for the stranger,
And smiles for the sometimes guest;
But oft for our own the bitter tone,
Though we love our own the best.
Ah! lips with the curl impatient—
Ah! brow with the shade of scorn,
'Twere a cruel fate were the night too late
To undo the work of the morn."—Hill's Manual.

THE STORY OF ST. AGATHA.

About the middle of the third century, or in the year 250, a brave soldier named Decius was made Emperor of Rome. Rome had become a very wicked city, and Decius feeling that some one must answer for this, was earnestly persuaded that the Christians were the offenders. The Goths, a warlike, troublesome band, where entering the Roman empire at this time, and Decius taking the battlefield for his share advised Quintianus, the Roman Governor, to see that the Christians atoned to the Goths for their past neglect.

Now Decius was really acting as he thought best, for being ignorant of the true faith, he believed that all their suffering was a punishment for other neglect of duty.

People became dreadfully frightened, many ran away, others entered dark living caves, many made their way to other places, but as is ever the case, God had a few devoted souls.

Palermo is a beautiful city of citrons and oranges, situated on the northern coast of Sicily. And here lived a beautiful noble maiden, Agatha. She had always begged God to keep her soul pure and stainless, and to give her the grace to die a martyr.

When therefore the proclamation of the Emperor was made known at her home, she was greatly overjoyed, for she knew then that her prayer had been granted. Agatha did not hide, did not run away, but went around each day among the poor and the ignorant, trying to bring them to the love of the only true and living God. Quintianus sent for her, and when he saw that face, beautiful even at rest, but still more so when it was lit up with zeal and love for God's honor, he not knowing anything about the interior beauty, thought only of keeping Agatha for his wife.

Like the devil, who never ceases, he tried to win Agatha by kindness. "I am very sorry, Noble Lady, that the Emperor's orders do not



SAINT AGATHA,

allow me to come to your rescue, but I will implore the clemency of Decius, in your behalf, and while waiting the result of my communication, I will not keep you in prison, but intrust you to the mother of a large family, who will take tender care of you until I can release you. Agatha did not understand the wicked designs of this bad man, yet she did not like him, nothwithstanding his seeming kindness. She went to the house of Aphrodisia, a woman far from that which Quintianus described. This Agatha was not slow in discovering. Aphrodisia had four daughters that the world thought handsome, but they were weak, silly women, who lived for dress, for pleasure of the lowest kind and for the flattery that wicked people like themselves poured upon them.

They would say to Agatha, "Let us see how well you will look in this suit. Oh my! how very beautiful you are!"

Agatha saw her danger and implored the Divine aid, which never failed her. When Quintianus sent for her again she was more firm than ever. This exasperated him to such a degree of passion, that he knew nothing cruel enough to inflict upon the tender virgin. He ordered her breasts to be cut off. He had her stretched on the rack and lighted tapers applied to her sides; her delicate body was rolled on sharp stones. No words can depict her sufferings, yet she never complained, but prayed for the grace of perseverance. That night she was thrown into prison, where she remained for three days. During this time our Lord sent

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His Apostle St. Peter to heal the wounds of St. Agatha. When Quintianus saw this he could no longer endure her among the living, and the noble, beautiful, Sicilian maiden suffered a most cruel death.

Are not most of the children of this, the nineteenth century, inclined to vanity, living for dress and show? Think of the daughters of that miserable woman, and again of the sweet St. Agatha. Which should we imitate? Let us take St. Agatha, as protectress against love of dress.



WHAT ETHEL FOUND IN HER STOCKING.

[See Illustration.]

"Don't, Louie! I can't now. Some of those horrid live things have got into my shoe, and I can't walk. O, how can I ever get it out?"

"Take your shoe off, Sis. Let us see the thousand-legged thing." With fear and dread, Ethel jerked off the shoe, then the stocking, yet no monster made its escape. Standing up, and looking closely down the long stocking, Ethel searched in vain for the cause of annoyance, when Louie broke out with, "Ha! ha! the thousand-legged thing. There it is, Sis—a hole in your stocking."



"CHRIST WALKING UPON THE SEA."

(MATT., Chap. xiv., 24-38 inclusive.)

[See Illustration.]

"But the boat in the midst of the sea was tossed with the waves: for the wind was contrary. And in the fourth watch of the night, He came to them, walking upon the sea. And they, seeing Him walking upon the sea, were troubled, saying, 'It is an apparition.' And they cried out for fear. And immediately Jesus spoke to them, saying: 'Be of good heart. It is I; fear ye not.' And Peter, making answer, said: 'Lord, if it be Thou, bid me come to Thee upon the waters.' And He said, 'Come.' And Peter, going down out of the boat, walked upon the water to come to Jesus. But seeing the wind strong, he was afraid: and when he began to sink, he cried out, saying: 'Lord, save me!' And immediately, Jesus, stretching forth His hand, took hold of him, and said to him: 'O, thou of little faith, why didst thou doubt?' And when they were come up into the boat, the wind ceased. And they that were in the toat came and adored Him, saying, 'Indeed, Thou art the Son of God.''

FIFTH GRADE.

Our School Manual calls for Topics I., II. and III., of Fifth Grade, as work for the first quarter of this year; but as we have not given what the same book called for in the beginning of Fourth Grade, that is the Tenses, present, past and future perfect, we shall give it now.

Having so much for the Fourth Grade, and wishing to keep the further development of the Verb for the year in which we use the diagram with board, we reserved the Tenses for this reason. Having given these we next give the order of parsing Pronoun first, because our School Manual calls for the pronoun in connection with the tenses; and secondly, because the diagram of the *noun* is among the first work of this grade. The noun and pronoun cannot be separated when it comes to learning properties.

TOPIC I.-Lesson I.

THE TENSES.

Present.	I am here	Pres. If I be here	Pres. I may be here		
Pres. P.	I have been here	Past. If I were here	Pres. Per. I may have		
Past.	I was here	Past. Per. If I had been	been here		
Past P.	I have been here	here'	Past. I might be here		
Future.	I shall be here		Past. Per. I might have		
Fut. P.	I shall have been	here	been here		

Present. To be loving Present. Be here

Pres. P. To have been loving.

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TOPIC I.-Lesson II.

Change the persons in the above.

Pres. You are here	Pres. If you be here	Pres. You may be here
Perf. You have been here	Past. If you were here	Pres. Per. You may have
	Past. Per. If you had	been here
P. P. You had been here	been here	Past. You might be here
Fu. You will be here		Past. Perf. You might
F. P. You will have been		have been here
here		

Present. To be here Present. Be thou here Pres. Per. To have been here

TOPIC I.-Lesson III.

The same, using the person spoken of, as:

He is here He had been here He has been here He will be here He was here He will have been here

TOPIC I.-Lesson IV.

Using the three persons and changing to the verb write:

PAST PERFECT. PRESENT PER. PAST. PRESENT. I had written I have written I wrote I write You had written You have written You wrote You write He had written He has written He wrote He writes

FUTURE.

I shall write You will write He will write FUTURE PERFECT.

I shall have written You will have written He will have written

TOPIC I.-Lesson V.

In this lesson use am and writing.

I may be writing Present. Present. I am writing Pres. Per. I may have been writing Pres. Per. I have been writing I might be writing Past. I was writing Past. Per. I might have been writing Past Per. I had been writing To be writing Present. I shall write Future. Pres. Per. To have been writing Future Per. I shall have written

TOPIC I.-Lesson VI.

Model for Parsing the Pronoun.

The sentence "He came." He is a pronoun; it takes the place of a Noun; Personal, it shows by its form that it is of the third person; its Antecedent is the name of the person understood; Masculine Gender, it denotes male; third person spoken of; Singular number, it denotes but one; Nominative case, because it is the subject of the sentence. Rule.

The Relative, Interrogative and Possessive Pronouns are parsed in the same way, save the second item of each, when, instead of Personal, you say Relative, Possessive or Interrogative.

In the same way, too, is the noun parsed, except the first few items, for example:

TOPIC I.-Lesson VII.

PARSING A NOUN.

John walks. John is a noun; it is a name; Proper, it is the name of a particular person; Masculine Gender, it denotes male;

third person spoken of; Singular number, it denotes but one; Nominative case, it is the subject of the proposition. Rule.

The parsing is not usually begun until the Third quarter of Fifth Grade; but as we wish to finish the Pronoun here, we have given the Model for Parsing. Besides, in some classes, pupils are eager to get to parsing, and if they have gone through the Language work of even First and Second Grades, they have not so much that is new to learn.

TOPIC I.-Lesson VIII.

THE VERB.

The Second Grade, Part I., is devoted almost exclusively to this part of speech, and as it has been reviewed through Third and Fourth Grades, we have reason to expect pupils in the Fifth Grade to be able to answer such questions as:

- Show the difference between regular and irregular verbs. [Ex. I. and II., Part I.]
- 2. Write the form of the irregular verb under the headings, "About to do," "Have done," and "Did do." [Ex. I., Part I.]
 - 3. Also the form of regular verb under the same heading.
- 4. Show the difference between the transitive and intransitive verb.
 - 5. Define each. [Ex. III. and IV.]
 - 6. Show the difference between being and state words. [Ex. X.
- 7. Give the different forms of some irregular verbs with now, to-morrow and yesterday. [Ex. X.]
- 8. Give the rules for spelling words that form their past by adding ed.
 - 9. Give the progressive forms of five verbs. [Ex. X.]
- 10. Give the names of pronouns that are in the Nominative case. [Ex. XVI.]
 - 11. Those that are in the Objective case. [Ex. XVII.]
 - 12. Those that are in the Possessive case. [Ex. XVIII.]

TOPIC I.-Lesson IX.

The above are all found, as the words in parenthesis show, in Part I. There is now no reason why you may not at once parse verbs. So much is said in Part I., of this book, concerning the Verb, and there are always classes in the building using the book, that even if you have not one yourself, it is useless to repeat here. What you cannot find out

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will be supplied by your teacher as a dictation exercise. You must learn to dispose of it as soon as your teacher will allow such work.

Parse the verbs in the following sentences:

Dogs bark. Worms crawl. Turkeys gobble.

Hens cluck. Cattle low. Ducks quack.

Doves coo. Wolves howl. Bears growl.

Foxes bark. Lions roar. Monkeys chatter.

TOPIC I.-Lesson X.

For other sentences see page 50, Part I.

For the analysis of these sentences see the first example given under "Analysis of Sentences," i. e., "James reads," Second Grade, Part II., Section I., page 32.

Then the dialogues you have had to write on Topics II., III., IV. and V. of this book, all, if you can now review them intelligently, should be great aids in the present task.

Turning now to the diagram of the Verb, Classes, on page 26, Section I., we have, in regard to use, transitive and intransitive.

Classed in regard to form, regular and irregular.

These are well known to you. Voice, mode, person and number are defined after.

TOPIC I. - Lesson XI.

Transitive verbs require objects; intransitive do not.

Regular verbs require d or ed, to form their plural; irregular verbs do not.

Voice shows whether the subject acts or is acted upon.

Mode shows the manner of action.

Tense shows the time.

In person and number the verb must agree with its subject.

Then be able to say, "A sentence is a thought expressed in words."

There are four kinds of sentences with respect to use:

- 1, Declarative. 2, Interrogative. 3, Imperative. 4, Exclamatory.
- 1. Is a sentence that affirms or denies, as I will go. I will not go.
 - 2. Asks a question, as Will you go?
 - 3. Commands, as Go!
 - 4. Expresses some strong emotion, as You are really going!

TOPIC I.—Lesson XII.

With respect to form, sentences are either Simple, Complex or Compound.

A Simple sentence has but one proposition. As this is the only kind we shall deal with until we reach the end of Sixth Grade, we shall not bother with the Complex and Compound.

Taking our first sentence for analysis and parsing—dogs bark—we say:

This is a Simple Declarative sentence. Simple because it has but one subject and predicate; declarative because it affirms something.

Dogs is the subject; it is that of which something is said.

Barks is the predicate; it is that which is said of the subject.

Dogs is a common noun; it is a name which may be applied to a class of objects.

Common gender; it may be either male or female.

Third person spoken of.

Plural number; it denotes more than one.

Nominative case; it is the subject of the proposition.

RULE I .- The subject of a proposition is in the Nominative case.

Burks is a verb. It is a regular, active, intransitive verb.

Regular; it forms its part by adding ed.

Active; it shows its subject as acting.

Intransitive; it does not need an object.

Indicative mood, present tense, third person, plural number, to agree with its subject, dogs.

Rule XI.—A verb must agree with its subject in person and number.

Explanation.—Barks is in the indicative mood; it declares a fact.

Present tense; it denotes present time.

Third person, plural number; because dogs is in the same person and number.

TOPIC II.-Lesson I.

According to this, write out the Analysis and Parsing of all the sentences given above.

Of the additional ones on page 50, Part I.

You will now be ready to take up another form.

SUBJECT, COPULA AND PREDICATE.

NOUN. Pickles	copula.	PREDICATE. ADJECTIVE. SOUL.	SUBJECT. PRONOUN. He	COPULA.	NOUN. brother.	words. my
Winter Spring Children	is is are	cold. beautiful. innocent.	That Who She He	is is is is	Mary. boy? girl. priest	not that a good a

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TOPIC II.-Lesson II.

Pickles are Sour. This is a simple declarative sentence. **Pickles** is the Subject; it is that of which something is said; **sour** is the Predicate; it is that which is said of the Subject; **are** is the Copula; it joins the Subject to the Predicate.

In the same way dispose of the following:

1. She is graceful.

2. Nancy is our cousin.

3. John is our driver.

4. I am lonely.

5. They are happy.

6. We were not there.

7. We are great friends.

8. You are wrong.

9. That is false.

10. Friends are rare.

11. This is a honey-comb.

12. These are wheat-grains.

13. Those are stuffed animals.

14. This is a bee-hive.

15. That was your lesson yester-

day.

Other words used as Copulas and called Copulative Verbs.

TOPIC II.-Lesson III.

We have learned from Exercise X., page 54, of Part I., that feels, smells, tastes, looks, seems and appears are State or Condition words; that they lead to something which limits or qualifies the Subject; that the subject, as a noun, or as some word used for a noun, can only be modified by an adjective; and that feels, smells, tastes, looks and appears can only be followed by adjectives. In analyzing and parsing these five words are called copulative verbs or copulas, the same as the forms of "to be."

TOPIC II.-Lesson IV.

He seems sad. He is the Subject; sad is the Predicate; seems is the Copula, it joins the subject to the Predicate.

ANALYZE.-1. The country looks beautiful.

- 2. She looked sweet last night.
- 3. He seems no worse this morning.
- 4. He seems to have rested.
- 5. The rose smells so sweet.
- 6. It smells like new-mown hay.
- 7. I feel cold and hungry.
- 8. All appears right.
- 9. It appears true, then?
- 10. The coffee tastes too sweet.

TOPIC II.-Lesson V.

Underline the copulas in the following, and analyze:

- 1. It might have been attended to very easily.
- 2. Matters should have been more properly arranged.
- 3. She is named Mary.
- 4. I am constituted chief agent.
- 5. George Adwood is elected president of the new society.
- 6. She is called the angel of the home.
- 7. I have been chosen leader of the new band.
- 8. He appears much better than he really is.
- 9. She has been made forewoman of that great store.
- 10. He is styled the Aloysius of the Sodality.
- 11. That man is esteemed above merit.
- 12. He seems most earnest.
- 13. They appeared to differ.
- 14. It tastes tainted.
- 15. It looks terrible.
- 16. It seems disagreeable.
- 17. It appears ready.
- 18. He was elected last Tuesday.

As an aid to the pupils we give here a note from our adopted Grammar—Harvey, Art. 78, page 66.

TOPIC II.-Lesson VI.

REM.—The Copula to be is the only pure copula. The verbs, become, seem, appear, stand, walk, and other verbs of motion, position, and condition, together with the Passive Verbs, is named, is called, is styled, is elected, is appointed, is constituted, is made, is chosen, is esteemed, and some others frequently used as Copulatives.—Harvey.

TOPIC II.-Lesson VII.

The noun in detail, classes, subclasses, Rules and Examples showing the application of the same.

TOPIC II.-Lesson VIII.

[See page 27, Sec. 1.]

The verb in detail. Omit nothing. See page 27, Sec. I.

TOPIC II.-Lesson IX.

Parsing and Analysis of subject, predicate and object.

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TOPIC II.-Lesson X.

Parsing and Analysis of sentences containing an adjective, noun or pronoun, a verb and object after the verb.

TOPIC II.-Lesson XI.

Analysis and diagramming. See page 32-33.

TOPIC II.-Lesson XII.

A review of the entire topic; Parsing and analysis.

TOPIC III.

Employ this topic entirely on Parsing each of the parts of speech that pupils have been able to learn, and analyzing simple sentences.

TOPIC IV.-The Adjective.

It will take twelve lessons on the adjective as a part of speech between analysis and parsing to secure the pupil's being able to diagram it readily and understandingly. In going over the Pronominals they should tell when they are pronouns or when adjectives. Give the classes, the names that belong to each class and what each word denotes, as there are always plenty of Grammars at hand and all give definitions of the Indefinites; if pupils seek this knowledge in vain, it can easily be given as a dictation exercise. Our experience has been that children do not retain these definitions even when they must study them, and in more cases pupils are told they need not mind the fine print. If such sentences as the following be given to the class and then followed up, it would work more profitably than the many other ways. We shall use some one of the indefinites in the sentences that follow. Pupils will tell what the word adds to the sentence.

- 1. All the soldiers are to turn out to-day.
- 2. It makes no difference; send any one.
- 3. Another pupil will take your place in class.
- 4. I am not in favor of a certain little girl who talks in school.
- 5. Enough has been done to make the class pass.
- 6. Few care to come here; we have so little welcome for strangers.
- 7. Many a child desires the same privilege.
- 8. There is much to be done and
- 9. None can enter this class.
- 10. The children love one another devotedly.
- 11. Several voices exclaimed, "Oh my! our dear mother."
- 12. I have some friends with me.

Many other exercises can be given which, added to all that has been

done in First, Second and Third Grades, must make the use of each of the adjectives very plain to the pupil.

TOPIC V.

The Noun, Pronoun, Adjective and Verb. Review children. Give some exercise in spelling.

TOPIC VI.

The Adverb, Preposition, Conjunction and Interjection. Some exercises in spelling.

TOPIC VII.

Review pages 2, 6, 27 and 28, Section I. Parse, analyze and make sentences. Punctuation rules.

TOPIC VIII.

Words of two and more than two syllables divided, marked, accented, defined—at least twenty words for each lesson. Words to be selected from some of their daily lessons. If, as most desire, we have the Etymology for this grade, it answers all spelling purposes and prepares the children for the Language work of Sixth Grade. Letterwriting must come with every topic.

TOPIC IX.

Syllabication, Punctuation, Pronunciation and Derivation.

TOPIC X.

Letter-writing. Review definitions, rules for the various kinds of letters, and so on. The teachers alone can tell what is reviewed.

TOPIC XI.

GENERAL PARSING.

Nothing can surpass this as a test of the children's knowledge. After the diagram (T. Ed., page 126) has been copied from the board we know that the pupils will be interested in their diagram work, just the same as they would love to play a game, and get each object in its own place.

TOPIC XII.

From the rules on Etiquette select about twenty sentences, and have pupils dispose of everything in them. It would not be too much to expect them to make an attempt at disposing of complex and compound sentences.

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SIXTH GRADE.

TOPIC I.

ANALYSIS OF WORDS.

Give the number of syllables in the following words taken from the root, Facio.

- 1. Tell how many syllables in each word.
- 2. How many sounds in each syllable?
- 3. To what division or subdivision those sounds belong.
- 4. Analyze the syllables.
- 5. Tell the word and define it.
- 6. Tell the prefixes and suffixes and define them.
- 7. Spell the entire word and give its definition.

Defect is a word of two syllables, therefore a dissyllable; it is accented on the second syllable.

De is a syllable containing two elementary sounds.

D is a lingual dental, or tongue and teeth letter; it is made by the tongue and teeth.

E is a vocal or tonic-consists of pure tone only.

De is a prefix taken from the Latin, meaning from or drawn from.

Fect is a syllable containing four elementary sounds.

F is a dental or tooth letter because it is made by the teeth.

E is a vocal because it is a pure tone.

C is a lingual or tongue letter because it is made by the tongue.

 $oldsymbol{F}$ is a lingua-dental because it is made by the tongue and teeth.

Fect is taken from the root facio, to do or make.

The word defect means want, a blemish.

Office. This is also a word of two syllables, therefore a dissyllable. The accent is on the first syllable.

Of is a syllable containing two elementary sounds.

O is a tonic or pure tone.

 $oldsymbol{F}$ is a dental or tooth letter, because it is made by the teeth and lips.

Of is a prefix from the Latin ob, meaning opposition.

Fice is a syllable having three elementary sounds.

F is a dental or tooth sound because it is made by the teeth.

I is a tonic because it is a pure tone.

 ${m C}$ is a lingua-dental, because it is made by the tongue and teeth the last.

E is silent.

Fice is taken from the Latin facio, to do or make.

The word Office means an employment.

Dispose is a word of two syllables, therefore a dissyllable.

Dis is a syllable having three elementary sounds.

D is a lingua-dental or tongue and tooth letter.

Dis is a prefix from the Latin di and dif, asunder, apart.

Pose is a syllable having three elementary sounds.

P is a lip letter.

O is a tonic.

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S is a tongue and tooth letter.

E is silent.

Pose is taken from the Latin po'no or position, meaning to put in place.

The word dispose means to place in order.

Suppose is a dissyllable accented on the second syllable.

Sup is a syllable having three elementary sounds.

S is a tongue and tooth letter.

U is a tonic.

P is a lip letter.

Sup is a prefix from the Latin sub, meaning under.

Pose is a syllable having three elementary sounds,

P is a lip letter.

Pose is taken from the Latin po'no or position, meaning to put in place.

The word *suppose* means to imagine or state something possible but not sure.

The word *propose* is disposed of like the others are, to state that **pro** is a prefix from the Latin *pro*, meaning for, forth or forward.

The word propose means to offer to consideration.

Compose means to put together. Com is a prefix from the Latin con, with or together.

Subscribe is a word of two syllables, therefore a dissyllable.

Sub is a syllable having three elementary sounds.

S is a lingual-dental or tongue and tooth letter, because it is sounded by those organs.

U is a prefix meaning under.

Scribe is a syllable having four sounds.

S is a lingua-dental letter.

C is a tongue or tooth letter.

 $oldsymbol{R}$ is a tongue letter.

I is a voice letter.

B is a labial or lip letter.

Final e is silent.

The word subscribe means to write underneath.

After the last mode dispose of describe, superscribe, circumscribe, scribe, Scripture, transcribe, scrivener.

From the root fe'ro (la'tum), to bear or carry (page 87, Scholar's Companion), take the following:

Translate difference, circumference, conference, oblation, pestif'erous and relative.

If the class has Etymology this is a separate exercise.

TOPIC II.

Marking words. The diagram for Diacritical marking (see Appendix to Teacher's Edition) should be the work of some lessons in the First Quarter. Here we give it the Second Topic.

TOPIC III.

Pronunciation, Punctuation and Abbreviation. This is pre-eminently Sixth Grade work.

TOPIC IV.

Parts of speech in general. Review what has been already taught.

Analyze and parse.

TOPIC V.

The Noun and all about it. There can be no excuse for pupils who have gone through other grades with us, not to know all that concerns the noun.

TOPIC VI.

The Pronoun. Look through your Fourth Grade work.

TOPIC VII.

See Topic IV., Fifth Grade. Analyze and parse.

TOPIC VIII.

Give as Dictation exercise all that is said of the Infinitive and Participle in T. Ed., pages 118—122.

TOPIC IX.

The Adverb and all about it.

TOPIC X.

The Preposition. Analyze words and sentences. Parse all the parts of speech. Have daily exercises in Synthesis, or combining elementary sounds; Analysis, or the separating of a syllable or word into its elementary sounds.

TOPIC XI.

The Conjunction. Analysis of words and sentences; also daily exercise in Synthesis.

TOPIC XII.

This takes in the Interjection; also Analysis and Synthesis.

TOPIC XIII.

Synthesis. Analysis.

TOPIC XIV.

Correction of all that has been detected in the school-room, the play-room and the parlor.

TOPIC XV.

Use of the Dictionary. Review.

TOPIC XVI.

Use of words pronounced alike but spelled differently; about fifty words.

TOPIC XVII.

Notes, bills and other business.

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TOPIC XVIII.

Give a list of Synonyms.

TOPIC XIX.

ABBREVIATIONS,

The Sixth Grade calls for the method given under the headings Orthography and Etymology, besides a review of all the past work.

This is the year for Spelling in real earnest, and there can be any number of spelling matches to make it a year of interest as well as of hard work.

As most of our spelling has been written, let us suggest plans for the old-fashioned "choosing on sides." The choosing is done as formerly, but the spelling is left to those who take their places, back to back, at the board. On either side five, ten or twenty words are given, each one at the board writes as rapidly as possible, dividing her words, accenting the syllables and giving the definitions. (Have no spelling that cannot be defined.) This work done those two take their places after choosing one from the opposite side to correct her work.

This process is given around the class until at least one-half have had a chance, and the work is to be continued perhaps the next day.

Each teacher must make her own rules. The following are used at some schools.

If one-half the number of words given had to be corrected for some one thing, the writers have failed.

At the close they are marked 75, 80, 85 or 90, according to merit. Few get higher than 90.

In some cases the first two only write the words, two others divide, two others mark, two others define and two others give the per cent.

This may be made an exercise in Word Analysis; two writing the words, two others mark root, prefix and suffix; two others define the word as a whole, and so on.

The idea is to have as much spelling as possible, and to so manage that the pupils may not grow weary of it. It is wonderful the attempts made by little children in spelling words, and this is attributed by many to the want of following up the *sounds* throughout the grades.

We do not believe in a text-book for spelling until the pupil reaches the Fifth or Sixth Grades, but we believe in having spelling exercises all day long.

LAST DIRECTIONS.

At first it will appear that such lessons, as, 7, 8, 9 and 10 of Third Grade, pages 3 and 4 of Section II., do not contain any matter for the pupil's memory, but when he reaches the Questions on pages 5 and 6, he sees his mistake. Let him not say then that he cannot find the answers to these Questions. Remember that the real work for which our School Manual calls is in Section I. Turn to that every day to see if you have done the work of the topics required.

The points on page 9 should be headed "Examination Questions." Teachers must be guided by the ability of their pupils as to taking up the work marked for Third Grade. It will often be found that this must wait the Fourth Quarter instead of the First.

Pay special attention to the Review Questions.

On page 44, Lesson I., it should read, "again we go back to Grade II." The Principles of Pronunciation are on page 54. They are called for on page 44. Let the pupil use them where they are called for. The numbers refer to the same in Webster's Unabridged.

The Object Lessons are kept before the child's mind. He should lay them aside until he takes up the series as text-books.

Again we remind pupils that Section I., though in the Second Part of this book, is really the part which contains what is required of them.

The many exercises in Orthography, but more especially in Etymology, must be in the Third Grade optional. We have no doubt but that most of our pupils will find all they can do in the Third Grade, Part I., or Slate Work. Perhaps in Fourth Quarter of Third Grade, Etymology may be attempted, but until Part I. is well understood, Part II. should not be taken. The teacher alone can decide.

When the contents of the Slate Work is pretty well understood and the Dialogues in Section I.; when the diagrams for the Parts of Speech can be filled, the little letters understood, the Object Lessons written up, the pictures written about; when the Rules for Spelling, Punctuation and Capitals given in the Slate Work are memorized and practiced, then the child may take Part II., and go through it uninterruptedly. How many of our Third Grade pupils can do this?

We feel sure that Part I, can give the average pupil work difficult enough until the Fourth Quarter of Third Grade, and that the Seventh Grade pupil can do little more than this work requires of the Sixth Grade.

Parents do not like to buy so many new books. Try to make each of yours do as long as possible. Write! write! Letters, Dialogues, Autobiographies, Stories, Descriptions, Travels, Histories of men and women, the Sermons you hear, and all else that is required of you.

Try to write correctly, try to speak correctly. "Learn to do by doing."

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REVIEW

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Third, Fourth, Fifth and Sixth Grades.

REVIEW OF THIRD GRADE.

- 1. What is the meaning of the root Ago?
- 2. From the following words, which are taken from this root, extract and define the prefixes and suffixes: Translation, damage, agitate, activity, actuary, agility, prodigal, exigency.
 - 3. Define all the prefixes beginning with a.
 - 4. Those beginning with b, c or d.
- 5. Give the meaning of epi, extra, hyper, in or en, inter and intro.
- 6. What prefixes do we find in the following words: Precede, postscript, perimeter, parasite, preternatural, provoke, redeem and backward.
- 7. Name those in retrospect, transcribe, supervision and synthesis.
- 8. Give all the suffixes that begin with a. Give the meaning of ob, cle, cule, dim, ee, eer, en, ence, ent, er, ery, esence, escent, ess, ful and hood.
- 9. Define de, ni, ics, id, ile, one, ion, ich, ism, asm, ist, ite, ive, ize, less, lit, like, ling, ly.
- 10. Give words in which the following suffixes occur: Ment, mony, ness, or, ory, ose, ous, ship, ster, tude, ty, ure, ward, y.
- 11. Give ten Anglo-Saxon roots, ten Latin roots and ten Greek roots.
- 12. Give the prefixes, suffixes and roots of the following: Perceive, receipt, susceptible, principle, captured, conception, except, anticipation, emancipate and occupy.

SECOND GRADE.

THE VERB.

- 1. Give sentences showing that you understand transitive from intransitive verbs; regular from irregular.
- 2. Give sentences containing being and state words, showing that you know the difference between them.

- 3. When the verb forms its past by ed, what kind of a word is it?
- 4. When the verb is followed by a noun, with no preposition between, what kind of a verb is it?
- 5. When the sentence ends with the verb, what kind of a verb have we?
 - 6. When the verb is any form of to be, what do we say of it?
 - 7. Are being and state words ever transitive verbs?
- 8. What kind of words must follow seem, appear, taste and smell?
 - 9. Give rules for spelling verbs that end in d or ed.
 - 10. What letters are never doubled in our language?
- 11. What rule have we for words ending in a consonant and preceded by a single vowel?
 - 12. What form of the verb ends in ing?

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- 13. What pronoun must follow is, was, are, were?
- 14. What form of the noun or pronoun do we call such?
- 15. What form have the following nominative or objective: Me, us, him, her, them, your.
 - 16. What form ends in the apostrophe and s?
- 17. Give different ways of representing possession and show which is better.
 - 18. When do we use have, had and has?
 - 19. Tell all you know of the perfect tense.
- 20. Give the rules you have learned from your own book and from dictation, for forming the plural.
 - 21. Give the nouns that have two plurals.
- 22. What errors have you heard during this quarter in and around the school-room?
 - 23. Give some special rule for the use of capitals.
- 24. Show by so many sentences the use of the twenty rules for punctuation to be learned up to Fifth Grade.
- 25. Write five different kinds of bills, showing that you understand the use of those given in the Letter-Writer.
 - 26. Write the same number of orders.
- 27. Give rules for spelling words ending in e, and those ending with y.
 - 28. Can you recognize the rule from the words?

- 29. Give the principles of pronunciation applied to each of the sounds of a.
 - 30. Those applied to e and i.
 - 31. Those in o and u, also to w and y.
 - 32. Give the principles applied to the single consonants.
 - 33. Those applied to the various combinations.
- 34. Can you illustrate all these by words, but above all can you recognize the meaning of the marks when you meet them in the dictionary?
- 35. What benefit do you find that you have derived from the learning of these rules?
- 36. Can you mark most of the words now according to Webster or Worcester?
 - 37. Tell all you can of the personal pronouns.
 - 38. Of adjectives used as pronouns.
 - 39. Of adjective pronouns.
 - 40. Of the noun self.
- 41. Tell what you can of each other, one another, each, every, either, neither.
 - 42. Of you and yonder.
- 43. Write a composition telling all that you know of the pronoun.
- 44. Give as many of the Anglo-Saxon roots as you can remember, beginning with a and b.
 - 45. Those beginning with b, c, or d.
 - 46. Those beginning with e, f, or g.
 - 47. The remainder, arranged also alphabetically.
 - 48. How many letters have you heard in each quarter?
- 49. On how many of the pictures have you written, and how long was each composition?
- 50. Can you answer all the questions on Letter-writing found in Language Manual, Part I.?
- 51. Do you recall to mind in using the rules, principles, and so on, that have been taught to you in Third and Fourth Grades, what is said about each?
- 52. How many outlines have you written of stories you have heard, read or written; also of the stories in your Readers?
- 53. Of what number of words can you tell the prefixes, suffixes, and roots?

Those given in your book are all that can be required of you. Later, when you take up Etymology, you will see how interesting it is.

- 54. Give the synopsis of be with the pronoun I.
- 55. Give the same with the pronoun you, then with he.
- 56. Give the synopsis of write with the three persons.
- 57. Use am writing with the pronoun I.
- 58. Now that you understand the change made by each of the persons, give the order of parsing a pronoun.
- 59. The fourth paragraph. Write the heading. The verb calls for a full review of the Second Grade, Part I. These questions have been asked in Questions from 1 to 23.
- 60. Write again dialogues showing the nominative, objective and possessive forms.
- 61. Now we have come to the diagram of the noun, page 26. Let nothing be omitted. Abstract nouns, diminutive, verbal and collective nouns; the rules applied to nouns; all the properties of nouns. What is not given in the diagram, supply.

Then from the blackboard work comply with the following:

- 62. Give the two general classes of nouns.
- 63. Give the subclasses into which common nouns are divided.
- 64. Define each class.
- 65. Give the properties of the noun, define each and give their divisions.
 - 66. Give the rules that are applied to nouns.
 - 67. Write sentences showing the application of their rules.
 - 68. Give the order for parsing a noun or pronoun.
 - 69. Give the outlines of the verb.
 - 70. Give the classes according to use and form.
 - 71. Define and give examples of each.
- 72. Give properties of the verb; define each; give their divisions and examples of each division.
- 73. Give synopsis of the verb go, with their persons, singular and plural, to show that you understand all the changes that time and person make in the verb.

THE INFINITIVE.

- 74. Give a sentence showing the use of the infinitive phrase as a noun.
 - 75. As the subject of a sentence.
 - 76. As the object of a preposition.

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- 77. As a logical adjunct.
- 78. As the object of a sentence.
- 79. As the object of a phrase.
- 80. As the object of a predicate noun.
- 81. Of a predicate verb.
- 82. Of a predicate adjective.
- 83. Give an example of the infinitive following a preposition.
- 84. Give a sentence wherein as and then are used as prepositions.

THE PARTICIPLE.

- 85. Give examples of the participle used as a noun.
- 86. Used as an adjective.
- 87. Used as a predicate.
- 88. Used as a participle, the properties of a verb.
- 89. How does the participle represent the subject?
- 90. With what letters do most of the participles end?
- 91. What exceptions are there?

The above questions, 85 to 95, Section II., P. 31, are answered in Part II. The following, as also those on the Infinitive, are answered in Teacher's Edition, pages 118-120, and 120-121.

- 92. Give examples of participles used as a noun; used as the object of a verb.
 - 93. Used as the object of a preposition.
 - 94. When may a participle be followed by an object?
 - 95. What sign should the logical subject, if a participle, have?
- 96. May the logical subject, if a participle, ever be in the objective case?
- 97. When a participle is used to introduce a participial phrase, what construction has it?
- 98. Explain the following example: "Suspecting the treachery of our guide, we made preparations for defending ourselves from any possible attack.
- 99. Show the difference between a participle used as a preposition and one used as an adjective.
 - 100 When should the active participle be used?
- 101. Show how a prepositional phrase can be used as an objective, an adjective and adverbial element. (Use of words, Exercise in description, synonyms. General review of all the parts of speech.)

- 102. Repeat the division of letters that is given on page 9, Part I., of Language Manual.
 - 103. Give vocals, subvocals and aspirates.
 - 104. How are the subvocals and aspirates divided?
 - 105. Define diphthong, triphthong, and give examples.
 - 106. Give order of parsing a noun or pronoun.
 - 107. Give Harvey's order for analysis.
 - 108. Write five elements in regard to class and use.
 - 109. How do you analyze a prepositional phrase?
 - 110. Give Harvey's rules for diagramming.
 - 111. Illustrate each by example.

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112. Give a form of diagramming the infinitive.

TO RETURN TO ETYMOLOGY.

- 114. After the model of analyzing defect and office, p. 76, dispose of confectionery, counterfeit, refectory, surfeit, difficult, facilitate, factoring, sacrifice. Look up your prefixes and suffixes.
- 115. Tell all you can of the noun. Recall what you have been taught in the other grades.
- 116. Look to Fourth Grade for all about the pronoun which is asked now.
- 117. See the diagram of the adjective, and all that you have heard of this part of speech in answer to the requirements of Sixth Grade, Topic VII. Show the difference between "ripe apples" and "apples that are ripe." It is now time to parse the adjective without any trouble.
- 118. Topic VIII., of the Sixth Grade calls for the verb. We can add nothing new. Review Second Grade, then Fourth and Fifth Grade, and you have a thorough knowledge of the *verb*.
 - 119. Give the list of adverbs that you learned in Fourth Grade.
 - 120. Do the same with the list of prepositions.
 - 121. Give all that you know of the conjunction.
 - 122. Write ten sentences showing the use of the Interjection.
- 123. Analyze the sentences given under the Heading, "Points of Etiquette," at the end of Fourth Grade. Parse all parts of speech as they occur, using the complete parsing exercise as given in Teacher's Edition.

Pay special attention to order of work, pages 2, 3, 4, 5 and 6, of following part. See also Fourth Grade requirements.

The following may be considered good test examples of analysis and parsing:

ANALYSIS AND PARSING.

- 1. By thy words thou shall be justified, and by thy words thou shall be condemned.
- 2. "Word warriors" have caused more bloodshed and misery than all the executioners of martyrs to truth and principle.
 - 3. The study of words is the study of philosophy.
 - 4. Syllables govern the world.
- 5. Words are always things when coming from the lips of a master spirit.
 - 6. See the winged words of old Homer.
- 7. "Every word has its own spirit, true or false, that never dies."
 - 8. Not a word that goes from the lips into the air can ever die.
 - 9. Where all men are giants, there are no giants.
- 10. It is with words as with sunbeams; the more they are condensed the deeper they burn. An example under Rule VII., D. 47. See Teacher's Edition, page 131.
- 11. His being in earnest was not realized until the harm was done.
- 12. Remembrance of past kindness, fidelity to old trusts and a heart that holds old friends nearer than the new is a rare specimen of our poor humanity. Rule IX., D. 41, page 131.
- 13. Every Christian desires to be humbled but few wish the humiliation. Rule X., D. 35.
 - 14. Mr. Johnson is worth more than the New York millionaire.
 - 15. He writes as one having power and will.
- 16. They elected Mr. Sheldon, the great teacher, as honorary president of the new college.
 - 17. To be a friend to the guilty is to be condemned with him.
 - 18. For man to be ever changing his views is unpardonable.
- 19. For time to have left its mark so *clearly* upon his brow, is an assurance that we need look for nothing better.
- 20. Give the four ways of diagramming the sentence, Boys play marbles.
- Do the same with, Give me a slate, and, They chose Mr. Aves speaker. See diagramming in Teacher's Edition.

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LANGUAGE MANUAL

PART II., SECTION I.,

TO BE USED IN CONNECTION WITH SECTION II.

SECTION I.

CONFINES ITSELF TO

REQUIREMENTS OF OUR SCHOOL MANUAL.

SECTION II.

ADDS

SLATE AND BOARD OR BLANK-BOOK WORK.

ONE MUST AID THE OTHER IN EVERY LESSON.

-ARRANGED BY-

SISTERS OF ST. JOSEPH,

MOTHER HOUSE, CARONDELET.

"It must also be remembered that words found in print, or heard in conversation, are not equally fit for use; precepts and exercises will train the pupil to make a proper choice."—Coppens.

EXPLANATORY GUIDE TO TEACHERS

FOR USING THE

LANGUAGE MANUAL.

Page 1-See Teacher's Edition, Appendix 108-111. Have children do the blackboard work daily.

Page 2-See Teacher's Edition, pages 10-19.

Page 3-See Teacher's Edition, pages 19-22.

Page 4, Second Topic—After pupils understand the object they must write six lines at a time. See Teacher's Edition, pages 22-31.

Page 5-See Appendix, pages 111-114.

Page 6-See Teacher's Edition, pages 26-31.

Page 7, Third Topic—Pupils write dialogues like those that follow. Fourth Topic—Pupils write dialogues on this subject, of fifteen lines. See Appendix, page 112.

Page 8-See Appendix, page 113.

Page 11, Fifteenth Topic-Children to write dialogues of thirteen lines.

Page 12-See Appendix, pages 115-116.

Page 13-See Teacher's Edition, pages 31-35.

Page 14, Fourth Topic -Class write dialogue on same subject, ten lines.

Page 17-See Teacher's Edition, pages 35-41.

Page 19-Have children write such dialogues, twelve lines, for each lesson.

Page 20-See Teacher's Edition, page 46.

Page 21-See Appendix, page 115.

Page 22—Children should write such dialogues as the above from appointed letters.

Page 23-See Appendix, pages 115-116.

Page 24-See Teacher's Edition, pages 54-55.

Page 25-See Appendix, page 117.

Page 27-The noun and verb can be taught the average class in two weeks.

Page 30-See Appendix, page 117.

Page 31-See Appendix, pages 118-119.

Page 32-See Appendix, pages 130-137.

Page 33 "Optional work" should not be used before entering Seventh Grade.

Page 34-See Appendix, page 126.

Page 35-See Appendix, page 127.

Page 36-See Appendix, page 128.

Page 37-See Appendix, page 139.

Page 39-See Appendix, page 60.

Page 40-See Teacher's Edition, pages 69-75.

Page 41-See Appendix, page 63.

Page 43-See Appendix, pages 91-108.

Page 44-See Appendix, pages 103-108.

Page 46-Use these subjects in your stories.

Page 47-This is Third Grade work.

Page 48-This is for Fourth Grade.

Page 53-This exercise is to be used in building sentences.

By the dialogues we mean following the models in Pupil's Edition. Take for example, the breaking of the stick. This is read until it is well understood by pupil, then teacher and pupil converse on other irregular verbs until the class catches the thought, when the pupil is taught to mark T. and P. (as in Third Topic, Second Grade) and form his own dialogues on the irregular verb or verbs given him for the next exercise. This method is followed throughout the book whenever the topic admits of it. (See pages 4, 5, 6, 7, 8, 9, 11, 13, 14, 15, 18, 19, etc.) If at all possible the new thought must be conveyed to the pupil by this means.

Dialogue, Diagram, Letter-Writing, Story-Writing, Biography, Autobiography—everything wherein the child may learn to do by doing. We have seen nothing to brighten up the classes more satisfactorily than Dialogue-Writing after the little ones get the thought. At first this is to be the only correction made—we mean a departure from the object of the dialogue. Once this is secured, correct in turn, spelling, capitals, punctuation, neatness and so on. The method must secure success.

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PART II.

Order of Work or Guide for the Pupil.

SECOND GRADE REVIEW IN TAKING UP THIS BOOK.

- 1. Review all the work of Part First, or Slate Exercises.
- When working on page 6, use all the words found in columns on pages 14 and 30 and make sentences of them, such as you see on page 6.
- 3. When you have Topic III. for a lesson, and all your companions are writing similar dialogues, take a copy of their work after your teacher has pronounced them correctly, and keep until you have a review. In this way you may have thirty topics instead of one.
- 4. Do the same with all the other topics that require work from each pupil.
 - 5. Write at least thirty names ending in s.
- 6. When working on Sixth Topic, turn to page 16, Seventh Topic. Select ten words at a time until you have used all in this topic in sentences.
- 7. Use exercise in the Adjective, Part I., page 28, while in Seventh Topic.
- Select all the difficult words of your Reader for Topic VIII.,
 and mark them as required.
- 9. Think of all the errors you have heard in and around the school-room when you are in Topic IX.
 - 10. Write all the abbreviations that you know for Topic X.
- 11. Copy letters 3, 5 and 8 of this Grade and mark the number of the rules over the punctuation marks and capitals.
- 12. Correct all the errors found within Topic X and others that you may have read.
- 13. From the three letters you copied in Eleventh Topic, write questions like these in Topic XIII., and get the rest of your class to answer them.
 - 14. Can you write a dialogue like that found in Fifteenth Topic.

THIRD GRADE.—REQUIREMENTS. (See opposite page.)

- 1. Can you give exercises to prove that you can attend to the fourteen points given in Topic I?
- Can you readily write dialogues like those found in Topics III. or IV., page 7?
 - 3. Write fifty proper names of places and persons.
- 4. Write ten sentences containing a name ending with an apostrophe.
- Topic II. Use again words on pages 14 and 30, and from such sentences as are found in this topic.
- Topic III. Write ten sentences each containing either of the words Seem, look, taste, appear, smell. Explain why the words which follow these are not "How words." In this topic use one half of the abbreviations found on page 18, Topic IV.
 - 1. Write several exercises in the use of who and whom.
- 2. Form sentences, omitting these words and requiring the proper form in place of blanks.
- Topic V. As there is not much exercise given for this topic fill the time with words in their proper columns, name, action, kind, how, being, state, pointing, number, words used instead of name words, of connecting, and surprise words.
 - Topic III. Give plenty of work in the use of the dictionary.

Topic IV. Place some of the words of this topic in sentences; then write each word used in your sentence in its respective columns.

Remaining topics of Third Grade, with the diagram for words, give all the work pupils of this grade can accomplish, for now letters, stories, biography, autobiography, etc., become more frequent.

FOURTH GRADE.—REQUIREMENTS.

This is the grade for composition of any description—the grade to test how much the language has been learned in First, Second and Third Grades. In this grade we begin to use the grammatical terms for language. Have a number of such exercises as are found on pages 19, 22, 23 and 24.

Take other letters and form similar dialogues. In this grade your letters should be perfect; no excuse for words misspelled, punctuation omitted, capitals misplaced or neglected. The sentence-making in this grade should be in every way satisfactory.

Fifth Grade is explained elsewhere. Be sure to make use of the words on pages 53, 54, 55, 56 and 57. They make a good spelling exercise and they should be used in sentence-making.

THIRD GRADE ENDED.

- To the Children of Third, Fourth, Fifth and Sixth Grades, or What is Required Before the Taking Up of Grammar in the Second Quarter, Sixth Grade:
- 1. Turn to page 65, General Remarks, and tell me can you write a good composition on ten of the subjects given on that page?
 - 2. Turn now to pages 61-2. Can you do all that is there required?
- 3. Are there any points on pages 58, 59 and 60, that you cannot attend to?
- 4. See page 47, and answer, can you compose a dialogue like the one found on this page?
- 5. How about the exercise begun on page 41; have you ever read it?
- 6. In the stories you have written, do you ever turn to page 43, for a way of describing the home of your little heroine?
- 7. Do you have any flower gardens around your imaginary homes, and do you know that you can learn how to describe them on page 45?
- 8. Can you put ten different sorts of words in their proper column?
- Look carefully over all the Topics of this Grade, and see if you can satisfy each.
- 10. What do you know about the rules for reading, writing and spelling? What about object and science lessons? Is this too much for little ones of Third Grade? It is only what is required. Review Part I. thoroughly before taking up Fourth Grade.

FOURTH GRADE ENDED.

- Read over the ten points just given, and see if you can satisfy each.
- 2. In addition to these can you take any one of the letters in Fourth Grade, and arrange therefrom such dialogues as are found on pages 23, 50, 51, and 52?
- 3. Can you answer the questions on Science that have been given in this and the Third Grades?
- 4. Can you pass the examination given on pages 61—64? If so, you are well able for the Fifth Grade. Do not forget the Object Lessons of Part I.

FIFTH GRADE ENDED.

This is the turning Grade. You begin to leave primary work on entering this grade, and before leaving it how much is expected from you! Listen!

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- 1. Can you readily, neatly and correctly place on the board, slate or paper, the diagrams on pages 26, 27 and 28?
- 2. Can you write out neatly the definitions Sister has taught you orally?
 - 3. Can you parse nouns, pronouns, verbs and adjectives?
- 4. Can you diagram according to page 32, any sentence similar to the ones given on this page?
- 5. Have you studied carefully page 29, and can you do all that it requires?
 - 6. Do you understand the participle and infinitive?
- 7. Can your teacher review you satisfactorily on First, Second-Third and Fourth Grades, and in all that Part I. contains?
- 8. On how many of the given subjects can you write? See pages 65 and 66.
- 9. Can you write on any of the subjects given under the heading, "Outlines of Composition? (Ask your teacher for the information you cannot find, and write new stories about the pictures in Part I.)
- 10. Can you do any of the "Optional Work," on pages 33—38? Remember, none of it is required. If those who are in the Seventh and Eighth Grades can do this, it is a great deal for them. It is they, too, who are supposed to fill out all the outlines on pages 70—74. The teacher will furnish all information that you want.
- 11. Can you write letters such as are given in Fifth Grade of your Letter-Writer?
 - 12. Can you fill the Outlines given in your Letter-Writer?

SIXTH GRADE.

- 1. Are you familiar with the rules for margins and paragraphs?
- 2. Can you define, give properties and parse all the parts of speech?
- 3. Do you know the thirty-seven rules for Punctuation given in Parts I. and II. of your Letter-Writer, and can you give examples?
- 4. Can you mark any word given you and divide it properly? Can you spell the same by sound and repeat the Rules given in the Pollard System? If your teacher wished to test your knowledge of Part I., or Slate Work, are you sure that you could conduct a class finishing Second Grade, through an examination in Part I.? Can you write a good story on any of the pictures in Part I.?
- 5. Can you pass a good examination in all that you should have learned from your Language Manual, up to the Second Quarter of Sixth Grade? If so, you can do more than most of our ordinary graduates.

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L'ANGUAGE L'ESSONS. PART II.

FIRST YEAR OR GRADE REVIEWED.

The teacher cannot be too careful of her methods with little ones who are receiving their first impression of a new room or grade and who are in an atmosphere altogether new to them. Let us give the pupils credit for all the knowledge they bring us from their other rooms and books. Thus we will avoid wasting time in attempting to teach what they know. Let our maxim be from the known to the unknown.

Slate Work or Part First Language Manual is supposed to have preceded this book, but in cases where it has not there is nothing lost by the pupil, whose teacher has time to make up the loss of a book. In the first case, the pupil entering Third Grade goes through the work given here for First and Second Grades as a Review only, throwing in wherever it is available the contents of First Book.

"What is expected from Children of First Grade regarding Language Lessons?"

THE FOLLOWING TOPICS:

1. That the children be able to point to all objects in the room that can be named with a; then those that require an.

That these objects be named correctly and distinctly, and proper words used in the sentences given.

3. That the pupil be able to give alternately with the teacher the singular and plural of those objects, as also of such names as child, woman, goose, knife, ashes, scissors, man, and so on.

4. That they be able to fill such blanks as the following:

The geese —— swimming.

The dog - barking.

I —— asleep.

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She - my cousin.

They — at home.

The boxes —— full.

- you in time?
- she in your class?

There—a number of things in the house.

There - no one at home.

Here — a letter, a paper, and a box of candy for you.

5. That they can change the name words and give the verb required by the change; also that the teacher changing either verb or noun, pupil be able to make the other change.

I was at your house. You were not at home. My sister and I were out when you called.

Supply wanting terms in the following:

T. I — at your house. You — not at home. My sister and I — out when you called.

I - so sorry. - you stay all night?

She —— at school. —— are at school.

- were at home during the fair.

- was at our house.

He - at our house.

We - there too. are my best friends.

6. That they be quick in discerning the improper use of this and that, and of their plurals. Requiring full sentences in the answer, such questions as the following should be readily satisfied:

What is this? Can you give the name of that book in your desk? Are these papers yours? To whom do these articles belong that I see on that stand?

When the article is near you, you say "this;" if you had two such articles what would you say?

Would you use "that" in speaking of two books? Give correct. word.

7. They should know how to supply kind words in the following:

These are - books.

This is my — dress.

I cannot wear that hat, it is too ----

I never saw such a — little girl.

The bird is ____ and ___.

8. That they can tell the proper how word to place below.

You are writing ----.

She is smiling ——.

The horse runs so -----

The canary sings so ----.

Speak more ---.

Write your sentences — and —.

- Children ending the second quarter of first grade should be able
 supply the personal pronoun, to avoid the repetition of the name word.
- 10. Commencing the third quarter, children should begin to write the words, using their own spelling, as up to this time it is supposed the teacher has spelled everything for the child.

Such words as write, which, whose, meet, our, know, no, hear, here, eye, I wrote, would, son, this, knot, red, read, right, wrong.

11. By this time the little folks should be able to write the heading, salutation and signature of a letter, their own and their parents' names, also four or five lines made up of short sentences such as is given in the first grade of the Letter Writer.

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no, hear, rong. he heading, nts' names, given in the It is supposed that this book has been used by the child, even before she has been supplied with a First Reader.

- The child must have slate work; let this be taken from the first grade of Letter Writer. Begin the first day to teach this most important branch.
- 12. In the fourth quarter we have a right to expect that the pupil be able to tell the teacher what the class exercises are, how long they last, which they like best and why? This done they should learn to write the same to some relative at a distance.
- 13. Now come the exercises in the Letter Writer, * Abuse of Words." The first year, pupil should know at least the first page and correct any of her companions who abuse these words.
- 14. At the end of the first year, the child should be able to select from her reading lesson or Letter Writer a good list of name words, action words, kind words, how words and words used to avoid the repetition of the name words.

The following exercises will prove a test:

- 1. you in her class.
- 2. —— we —— books.
- 3. There —— a bell, —— inkstand, —— flower pot, —— apple and —— thimble on Sister's desk.
 - 4. You -- not at home -- day.
 - 5. I think she plays ---.
 - 6. Sister makes us speak ----.
 - 7. Her dress and not fit to be seen.
 - 8. Fanny gave me -- book and -- looked at all the pictures.
 - 9. John was absent to-day, --- was too sick to come to school.
 - 10. We there yesterday.
 - 11. She is —— little girl —— —— told you about.

Correct the following:

She dont sing any.

I divided my candy between my six classmates.

They was both there.

We was going to fetch Harry, but he took on so.

I'll do it, anyhow.

Carry that bundle to your mother.

St. Louis looks just grand at night.

The geese was swimming.

They was so glad to see me.

Now let us see some of your letters, and we can tell pretty much what you little folks know.

Who can tell us something about Nat, Lily and Ann? Can any one tell us a story that took place in school?

What stories has Sister told you?

Who can write and spell correctly the words dear, night, often, should, wrote, to-day, Sunday, asleep, language, objects, science, work, study, answer, questions, and the name of your papa, of the street you live on and the name of your city?

Do you know where to mark periods, question marks and commas? Where to write capitals?

THE SECOND GRADE WORK.—SPECIAL LANGUAGE TRAINING.

FIRST TOPIC.

The first week of this grade should be spent in reviewing First Grade work. Satisfied that the pupils are fairly familiar with the exercises of first year, the second year will be gone through without much trouble. Review Every Day.

We shall here give some clippings from educational periodicals that are appropriate to the work of this year.

SECOND TOPIC.

IRREGULAR VERBS.

Teacher provides herself with some bits of stick that may be easily broken. Standing before the class she deliberately breaks one, asking as she does so:

What am I doing?

You are breaking a stick is the reply. Teacher exacts careful pronunciation of breaking, and proceeds to ask:

What have I done?

You broke the stick.

What have I done?

You have broken the stick.

What had I done when I laid it down?

You had broken it.

Leaving the future tenses to take care of themselves (as they will), teacher changes the person and teaches the third singular and first singular together by requiring a pupil to break the next stick.

What are you doing, Charles?

I am breaking a stick.

Break it again-slowly. Class, what is he doing?

He is breaking a stick.

What did you do, Charles?

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Class?

He broke a stick.

What have you done, Charles?

I have broken a stick.

Class?

He has broken a stick.

Charles, what had you done to the stick when I took it from you?

I had broken it.

Class?

He had broken it.

The first and third plural may be taught in this manner. Teacher calls two pupils to the front and lets them break a stick between them.

By questiong them and the class in turn, she elicits:

We are breaking the stick.

They are breaking the stick.

We broke a stick.

They broke a stick

We have broken a stick.

They have broken the stick.

We had broken the stick.

They had broken the stick.

The passive form is taught by making the stick the subject. Teacher holds up one of the broken sticks and exclaims, with mock pity:

Poor stick !- tell me about it.

The stick is broken.

Tell me about all these sticks.

They are broken.

By whom was this last one broken?

It was broken by Willie and John.

Were the sticks broken when you first saw them?

They were not broken then.

Comment:—One of the most important of a teacher's duties is the prevention of bad habits. The mistake of the old-time grammarian lay in permitting his pupils to say, "The stick got broke," every day of his life until the grammar class was entered, and then expecting the daily conjugation of verbs to undo the mischief. Such exercises as the above, systematically conducted very early in the school course, and supplemented by daily watchfulness, will result in correctness and naturalness of expression. Such exercises should deal with the difficulties of the movement—not those that may present themselves later on. For instance, it was well in this lesson to omit the first future tense, because its only variation consists in the choice tetween shall and will. The

contractions—I'll, you'll, they'll, etc.—used in free conversation, obviate the necessity of at present making this distinction.

Having learned from the above an easy way of remembering the different parts of breaks, we shall now take other action words, the teacher giving one part, the pupils another:

- T. I write while I talk.
- P. We wrote while we talked.
- T. I have written my letter.
- P. We had written our letters.
- T. The teacher speaks plainly.
- P. You spoke plainly.
- T. He has spoken again.
- P. You have spoken again.
- T. Had you driven the horse would have known you.
- P. If you drove the horse would have known you.
- T. You knew I was coming.
- P. Had I known it, I would have staid at home.
- T. Strike the blow.
- P. We struck the blow.
- T. Shake the cloth.
- P. We have shaken the cloth.
- T. Who shook this one?
- P. Claire had shaken it before you spoke.
- T. Ring the bell.
- P. The bell has been rung.
- T. Who rang it?
- P. It was rung before we came up.
- T. Do you sing now?
- P. No, we have sung.
- T. How many sang?
- P. We were all singing.
- T. What are you and I doing?
- P. You are writing and we are looking at you.
- T. I see you.
- P. You saw us yesterday and you have seen us every day this week.
 - T. Bring me your exercises, that I may see them.
 - P. We brought our exercises to you this morning.
 - T. Do you drink coffee for breakfast?
 - P. We drank it this morning.
 - T. Keep your books clean.
 - P. We have kept them clean.
 - T. We grow old every day.
 - P. We have grown older since vesterday.

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THIRD TOPIC.

- T. Jenny, write your name. Tell me now what you are doing.
- P. I am writing.
- T. Who is it that is writing?
- P. It is I that am writing.
- T. Who was it that was told to write?
- P. It was I who was told to write.
- T. John broke his slate. Jenny, you may tell me who it was that broke John's slate. Use some word to represent John.
 - P. It was he that broke his slate.
 - T. Who is he hearing your lesson, class?
 - P. It is you who are hearing our lesson.
- T. Some boys were in here yesterday. Whom do you suppose left those marbles?
 - P. It was they who left those marbles.
 - T. Who was it that wrote Jenny's name?
 - P. It was she who wrote it.

FOURTH TOPIC.

OBJECTIVE FORMS OF PERSONAL PRONOUNS.

- T. Mamy, whom have I told to stand?
- P. You have told me to stand.
- T. Now whom have I told?
- P. You have told Julia and I to stand.
- T. Whom did I send down stairs this morning?
- P. You sent Anna and I.
- T. Omit Anna and tell me the rest.
- P. You sent me.
- T. You told me a moment ago "you sent I," did you not? and before I told "I."
- P. Yes; I should have said "You sent Anna and me"—"You told Julia and me."
 - T. To whom am I speaking?
 - P. You are speaking to me.
 - T. And now?
 - P. You are speaking to Anna.
 - T. What have I been doing?
 - P. You have been speaking to Anna and me.

ry day this

FIFTH TOPIC.

THE POSSESSIVE (SINGULAR).

T. Pupils will write on their slates: "Mary's book," "John's arithmetic," "Jane's sewing," "Robert's pencil."

Having written them you may now spell them aloud, mentioning the apostrophe s.

SIXTH TOPIC.

Use and Spelling of Following Words:

My aunt is not an ant. You must spell that word with a u in it. I ate my supper at eight o'clock last night.

Buy the apples that are by the stand.

Pray that you may not be a prey to grief.

We have great fun with our new grate.

Form sentences like the above, using one of the following words and some word pronounced like it but spelled differently:

blue	flower	threw	hour	knot
knew	rose	whole	meet	course
pear	sent	won	ought	road
road	seem	wear	whose	would
wrung	steal			

SEVENTH TOPIC.

ADJECTIVES IN THE COMPARATIVE AND SUPERLATIVE DEGREES.

- T. Do you see any difference between those two pencils?
- P. Yes; one is longer than the other.
- T. Are both pencils long? Is this?
- P. Yes, but the other is the longest.
- T. Take care of your word longest. Did you tell me that one pencil was longest than the other? No! neither is it correct to use it as you did now. When we have only two objects our word must not end in "est." We will take a number of words. I shall say something of a pupil and you point out who is more so;
 - T. Alice is tall. P. Mary is taller.
 - T. You are good. P. The others are better.
 - T. This orange is sweet. P. Sugar is sweeter.
 - T. The candy is bad. P. The lemons are worse.
 - T. My dress is new. P. Jenny's is newer.

- T. We shall now speak of three objects. This pencil is long, and this? P. That is longer.
 - T. And this one? P. That is the longest.
- T. What can you say of this apple? P. That is the largest apple on your desk.
 - T. What can you say of the following averages, 90, 95, 100?
 - P. 90 is high, 95 is higher, and 100 is the highest.

EIGHTH TOPIC.

PRONUNCIATION OF WORDS.

Tell how many syllables in the following words, and which are accented:

catechism	mamma	carefully
evening	papa	diligently
arithmetic	uncle	surely
writing	cousin	slowly
morning	quickly	rapidly
remain	devoted	high
broken	driven	given

NINTH TOPIC.

Use of may and can, will and shall, learn and teach; each other and one another, expect and suppose, healthy and wholesome, complete and finish, don't and doesn't. Correct the following:

1. She learns me my lessons. 2. Get off of that tree. 3. He is on to that desk again. 4. They live a good ways from here. 5. It came off from that block. 6. Can I have that seat? 7. Can Mamy gohome with me? 8. Will I close the door? 9. Will we be excused? 10. Shall you be there? 11. Will I come to-morrow? 12. He don't know me. 13. If they doesn't we will be disappointed. 14. I expect they are sorry now. 15. They have gone I expect. 16. The surroundings look wholesome. 17. Apples are healthy fruit. 18. My task is completed. 19. Lida died with the fever. 20. We have finished: can we go home?

N. B.-Refer to your Letter Writer for the above examples, p. 8, "Abuse of Words."

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TENTH TOPIC.

Date a letter from your school-room, from your home, from your papa's place of business.

Write the abbreviations of the days and months, and those of at

least six of the States.

ELEVENTH TOPIC.

Repeat Punctuation Rules 1st, 2nd, 3rd and 4th. Take the letters you have handed in this quarter and see whether you have violated those rules. After correcting all mistakes you may notice, hand the letters back and then they will be criticised by the class. Mistakes in spelling will not be excused.

TWELFTH TOPIC.

Correct:

 She don't know nobody here. 2. We was so glad to see papa. 3. They was all away and we was disappointed. 4. We can't go no-6. Everybody were going 5. There never was happier girls. 7. I can't find no place. 8. My sister is awful nice. to the fair. 10. Mamma is enjoying very bad health now, I eat my lunch all up. 11. Papa says our house is very wholesome. thank you. 13. We had the nicest time ever you saw, the weather was your letter. so nice, and the cars was so nice and so clean, and our lunch was fixed so nicely in the nicest kind of a basket, and then the girls was so nice and sociable. You have no idea how nice everything was.

THIRTEENTH TOPIC.

Children may now take their Letter Writers, turn to p. 26, and read in concert Hattie's letter to her little Auntie. Maggie, will you tell us what Hattie said in her letter?

Why must either Uncle Austin or Hattie's papa bring grandpa? Is Hattie's grandpa her father's or her mother's papa? How do you know? Why does not Hattie say, "I will be delighted," etc.? Whom do you suppose Hattie means by Edgar and Lou? Why does every one laugh at Hattie for calling Alice, "Aunty?" What does Hattie mean by saying "baby-sister?" Why does Hattie's mamma want grandpa and Alice to come in the morning? Do you think they went to Hattie's house? "What kind of a time do you suppose they had? When do you

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think they returned? I wonder who brought them back? What kind of weather do you think it was? Can you name some flowers that might have been in bloom? In what part of St. Louis do you suppose Hattie lives? Do you think you would like Hattie? Why?

Now I want each one of my little girls to write a letter something like Hattie's, but remember you are to use your own words and form your own ideas. You must not steal one thing from Hattie's, for if you do I shall say it is Hattie's letter, and as she is not my pupil, I can have nothing to do with her work. I want my own little girls' letters. In writing, remember your Punctuation rules and your Spelling.

What is a margin? Name and describe the different ones. What should the heading show? Where should it be placed? How is it punctuated? What does the address show? Give the number of items in your papa's address.

FOURTEENTH TOPIC.

Show the meaning and use of Mr., Mrs., Dr., St. (street), Cr., Cts., Doz., Feb., Sept., Nov., Mon., Tues., Wed., Thus., Fri., Sat.

FIFTEENTH TOPIC.

- 1. You are writing where you wrote yesterday. 2. You are speaking after being spoken to. 3. Who sat yesterday where you are sitting to day? 4. Who heard the lesson I am hearing now? 5. Who wrote the exercise that is now written on the board?. 6. He sat down before you had begun the lecture. 7. The cat is lying where she lay yesterday. 8. Take it all, for there is little left to be taken. 9. You are hearing only what you have often heard. 10. Speak as good children have spoken.
- T. I shall use in my sentences name words expressing one. Pupils change same to name words meaning more than one.
 - T. The child who has spoken the truth is loved by her teacher.
- P. The children who have spoken the truth are loved by their teachers.
 - T. The man who breaks his word should never be trusted.
 - P. Men who break their word should never be trusted.
 - T. The boy with open knife cuts the window sash in one place.
- P. The boys with open knives cut the window sashes in several places.
 - T. There was a mouse under my washstand last night.
 - P. There were mice under our washstands several nights.

- T. I write in my exercise book once a week.
- P. We write in our exercise books five times every week.
- T. The man that is riding in the buggy has a horse that has a lame foot.

The men that are riding in those buggies have horses that have I me feet.

Supply how words and use is, are, was, were.

The girl who sings so _____ my cousin.

The written ____ exercise ___ Mary Lee's.

Children who study ____ rewarded.

He ____ absent ____ often.

We ___ trying ____ hard to be good.

Mary walks -----

T. Children may take their slates and write a story about the little boy or girl in the Letter Writer, whom they like best. Then to-morrow we shall have letters all about what we have learned in Language this quarter, and if all know this we are quite ready to begin the *Third Grade Work*.

TEST EXERCISE ON ENTERING THIRD GRADE.

FIRST TOPIC.

- Teacher gives sentences with name words singular; pupils give plural, and vice versa.
 - 2. Exercises in "a" and "an."
- 3. Use of the correct forms of the verb with singular and plural nouns.
 - 4. This, that, these, those.
 - 5. Use of kind words.
 - 6. Use of how words.
 - 7. Use of personal pronoun as subject.
 - 8. Spelling of words used in Language Lessons.
 - 9. Use and spelling of such words as eye, I, hear, here, to, for, &c.
 - 10. Abuse of words.
- 11. Letters, to prove the ability of pupils to write, spell, punctuate and use Capitals.
 - 12. Copy part of Catechism and Geography Lesson.
 - 13. Corrections of common errors.
 - 14. Meaning and use of Mr., Mrs., st., av.

The above 14 points being in the topics used in first year, then

follows the irregular verbs, the nominative and objective forms; the possessive singular; use and spelling of a list of words such as pray, prey; pain, pane; road, rode. Adjectives in the comparative and superlative degrees; how to tell the accented syllables, abuse of words, capitals and punctuation, abbreviations, different forms of the verb used in the same sentence.

Letters severely criticised on spelling, capitals, punctuation, correctness of parts, etc.

Children can produce a good letter at this period. Remember the motto, "What man has done, man can do."

We now begin the work belonging to Third Grade.

- T. In this grade we shall call all name words nouns. Do the children think there is any difference between one of their names and the names that belong to the different objects in the room?
 - P. Yes, our names begin with a capital letter and theirs do not.
- T. Correct. Our names, and the names of cities, towns, States and so on, are what we shall now know as proper nouns; the names of other objects that we see are known as common nouns. Let us take the letter on p. 35, from Charley to his papa, and in two different columns write the proper and common nouns, each in its own place.

You have written a number of words such as John's bat, Mary's slate, Ella's pencil, my book, your book, Edward's skates; we shall now call such words possessives. You have given me names meaning one or more than one, according to our exercise, and now we shall call a name word that means but one, a noun in the singular number, one that means more than one a noun in the plural number.

Arrange two other columns, marking the singular nouns in one, the plural in the other. Having taken all you can find in Charley's letter add some of your own.

SECOND TOPIC.

This will produce such sentences as the following:

- 1. You tell me that they have told all.
- 2. Strive on, since you have striven so long.
- 3. Send the letters that were not sent this morning.
- 4. You are not forsaken if God does not forsake you.
- 5. It has bled so long, it surely will not bleed longer.
- 6. Do not kneel longer, you have knelt an hour.
- 7. Shine on as thou hast ever shone.
- 8. Dig on until you have dug three feet.
- 9. Wring those clothes better than you wrung the others.
- 10. Weep not more, too long thou'st wept.

that has a

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ut the little to-morrow aguage this in the Third

RADE.

pupils give

and plural

to, for, &c.

l, punctuate

it year, then

Exercises such as the foregoing should be required, unsing following words:

kneel		knelt	kneeling
build		built	building
spring		sprang	springing
wring		wrung	wringing
sting		stung	stinging
shine	16	shone	shining
fight		fought	fighting
grind		ground	grinding
meet		met	meeting
stay		stayed	staying

THIRD TOPIC.

The country seems good.

She looks beautiful.

It tastes pleasant.

You appear sick.

The rose smells sweet.

You look well.

T I am afraid some of my little ones will think the words in Italics how words, but they are not; they are kind words. We do not use how words after look, seem, appear, feel, taste and smell. You will remember now that these are kind words, because they tell some quality of the noun.

Persons will say to you, "If you say the country looks beautiful," does not beautiful tell how the country looks and should it not be beautifully?

To this you may answer: We say pickles taste sour, does sour tell how they taste, and if so, must we say sourly?

"That man runs quickly." Here the how word is plain, for it adds something to the man's action, but "looks beautiful" means that it is beautiful, "tastes sour" that it is sour, "smells sweet" that it is sweet.

You will learn hereafter that such words as look, seem, appear, taste, feel and smell are not modified by how words.

FOURTH TOPIC.

T. Class, be attentive now to the use of words that are very much abused, namely who and whom. I met Charley last night; Mary, ask Jennie whom I met.

sing follow.

P. Jennie, who did Sister meet?

T. Who remembers the word I used where Mary used who? Class. Whom.

T. Correct. Class, ask the question.

C. Whom did Sister meet?

T. After the words to, for, with and from we should use whom. not who. Pupils may now fill out the following blanks:

To - did you give it?

With -- did you come?

From - is that letter?

For - are you making that?

From - did you get that ring?

To - are you writing?

For - do you care most?

- are you expecting?

- did you say?

With - do you study?

Who is used as the subject of a proposition, as:

Who are you?

Who is Mr. Edwards?

--- lives down stairs?

- came so late last night?

- knows anything about it?

FIFTH TOPIC.

In this lesson we shall learn to use "who" in speaking of persons, "which" in connection with lifeless objects and "that" when we wish to avoid repetition. Understanding this, class may now fill blanks,

1. The lady -- called was mamma.

2. The dog —— bit baby is killed.

3. The house -- is for rent belongs to Mr. Burke.

4. Mr. Long - my uncle, will do anything he can for you.

5. The buggy — we used last night is broken.

SIXTH TOPIC.

Class, take Letter Writers, turn to p. 60, 20th letter, fourth grade. In this letter do you find any words of four syllables?

See how many you can find; look through all the letters of the third grade; find as many words as you can of four syllables, and place the accent where it belongs.

he words in We do not !!. You will some quality

s beautiful,"

loes sour tell

n, for it adds ans that it is "that it is

eem, appear,

re very much ; Mary, ask Now change the accent of ten of them and pronounce the words accordingly.

Each one may take her turn in finding one of those words in the dictionary. After this exercise you must consult the dictionary for any word that you are uncertain how to pronounce.

SEVENTH TOPIC.

Pl	ace some	of the foll	lowing wo	rds in ser	itences:		
praise	prays	choir	quire	hair	hare	berry	bury
forth	fourth	ail	ale	pride	pried	waist	waste
him	hymn	coarse	course	lie	lye	throne	thrown
flea	flee	base	bass	higher	hire	current	currant
lessen	lesson	nay	neigh	right	write	knows	nose
hour	our	seed	cede	waive	wave	seen	seine
prints	prince	rap	wrap	wrote	rote	wait	weight
pair	pear	knew	new	air	heir	might	mite
sew	so	passed	past	cellar	seller	grocer	grosser
mail	male	rite	wright	wood	would	meat	meet
rough	ruff	hart	heart	bail	bale	bay	bey
ceil	seal	mean	mien	mold	mould	pole	poll
kill	kiln	bough	bow	heal	heel	peace	piece
idle	idol	grate	great	vice	vise	chord	cord
rung	wrung	main	mane	tear	tier	taper	tapir
bight	bite	load	lode	days	daze	pearl	purl
real	reel	reck	wreck	plait	plate	plum	plumb
holy	wholly	plain	plane				

EXAMPLES.

Let her praise God as she prays for sinners.

Get a quire of paper for the use of the choir.

Let this lie in the lye all night.

I wish Sister would lessen the number of questions in our lesson.

The goods are kept in the cellar of the seller.

I would not cut that wood.

He will waive a discourse on the "Wave."

With all her pride she has pried into my secrets.

Looking for the definitions of these words and endeavoring to get each kind in the one sentence, brightens the minds of the little ones and gives them interesting as well as useful exercises. If there are too many words for this year (we do not think there are), some may be held over for fourth grade or different exercises of this grade. the words

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bey poll piece

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purl plumb

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EIGHTH TOPIC.

Further exercise in pronunciation, accentuation and spelling of given words, which we would suggest to have taken from the Catechism, Geography and Arithmetic, as these are terms that must be learned.

NINTH TOPIC.

ABUSE OF WORDS.

Correct the following:

- 1. Let go them bannisters.
- 2. My! how cute that little thing is.
- 3. Yes, she is real cute.
- 4. You ought to be respectful.
- 5. Will I close the window?
- 6. I'm most finished, wait!
- 7. Where did you get it at?
- 8. Mamma is some better to-day.
- 9. We climb up to the cupalo.
- 10. Your brother has less mistakes than you.
- 11. There is a fewer number in school to-day than usual.
- 12. He don't never know how to act.
- 13. We was so surprised.
- 14. That's a funny looking concern.
- 15. Why don't you do like I do?
- 16. Give ma a couple of pins.
- 17. You must crush out that feeling.
- 18. I was no sooner there but I wanted to be back.
- 19. I am going to go in spite of everything.
- 20. You should be honest.

TENTH TOPIC.

- T. Pupils will now learn the following rules:
- 1. The possessive singular is formed by adding apostrophe and s.
- The possessive plural is formed by adding only the apostrophe when the noun ends in s, otherwise it is formed the same as the possessive singular.

EXERCISE.

 That is the Sisters' room when they take dinner here, but the rest of the time it is our Sister's class-room.

- 2. The boys' rooms are not so cheerful as ours.
- 3. This is that boy's hat.
- 4. Sarah's uncle took her writing desk to have it changed at Simmons' store.
- Robert's father took Robert to Roberts' book store and bought him Addison's Works.
 - 6. The child's father is at Barr's.
 - 7. Come to Agnes's house with me.

ELEVENTH TOPIC.

T. For this lesson each pupil must bring me an exercise, giving the incorrect words and expressions they have heard since our last examination, and correction of same on a separate paper.

TWELFTH TOPIC.

Use the following abbreviations in sentences after writing them in full, Agt., Col., Gen., C., Abp., A. M., Apr., I. H. S., H. J. S., Cr., Aug., Mo., Ill., N. Y., Minn., MSS., Mts., Ia., Jan., Jas., Thos., La., M. C., C. O. D., Atty., Alf., C. I., Ency., Fol., For., G. P. O., Hdkf., H. M. S., D. G., P. S., Rev., P. O., P. M., I. N. R. I., Gram., Dept., Ark., L. L. I.

N. B.—The above abbreviations are all found in Letter Writer, Part I, p. 77.

THIRTEENTH TOPIC.

- T. We shall now have a letter-writing talk. Get your books and turn to p. 36, 9th letter, Third Grade. Who can tell me something about the little girl who wrote this letter?
- P. Her name is Clare, and she is at an asylum in St. Louis. She wrote to her mamma July 2, 1886.
 - T. Eliza, you may tell me something further.
- P. Clare expected her mamma to come to see her, and she was disappointed when the day passed without bringing her.
 - T. Why is Clare so anxious?
- P. She is afraid that her mamma is sick, and she knows if she tells her mamma so and tells her too that she will not feel satisfied until she hears from her, that her mamma will come or write.
- T. Why does she tell her mamma the first thing in the next paragraph that she is well?

- P. Because she knows that is what her mamma cares most to hear.
- T. Why does Clare say, "Sister says I am doing well in my lessons?" Could she not tell that of herself?
 - P. Her mamma might think she was boasting if she did that.
- T. What does Clare know her mother will be pleased to hear?
 - P. That her mending was good.
 - T. What makes Clare sad sometimes?
- P. Thoughts of their home before her papa died; and her babysister is dead too, and Harry is far away.
 - T. What about her mother, Jennie?
- P. Clare feels bad when she thinks how hard her mother has to work.
 - T. Why is her mother working so hard?
- P. So that she can buy a house and have all her children with her again.
- T. Why does Sister tell her she must pray that God may take her father to heaven? Did not some one tell me her father was dead, when he letter was commenced?
- P. Yes, but maybe God sent him to purgatory, because "nothing defiled can enter Heaven," and Sister wants Clare to pray because the bible says "It is a holy and wholesome thought to pray for the dead, that they may be loosed from their sins."
 - T. Very good. What is the last thing that Clare asks in her letter?
- P. If her mamma cannot come, to send her some word, for she must know how her mamma is.
- T. Do you think her mamma wrote, or did she come to see Clare? Which do you hope she did, Lena?
- P. I hope she came right away to see Clare, and that she brought her some fruit and candy and something nice to wear.
- T. Ah! but you must remember Clare's mamma was trying to save as well as to earn money, and fruit and candy cost money. Would you not rather hear that Clare was a good sensible little girl, who would not let her mamma bring her anything she could do without? And if Clare were anxious to be with her mother and brother again would she not strive to take care of her clothes so that they would not wear out? Yes, I see you all agree with me, and I hope that some kind benefactor of the asylum gave some money to have all the children treated, and that Clare was one of those who passed the good things around. Then just think how many little hearts asked God to bless the kind person who gave them so much pleasure!

We should always remember the orphans, for they are God's pet

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FOURTEENTH TOPIC.

For your lesson to-morrow you may write a letter, in which you will be Clare's mother, and I shall be anxious to know what kind of letters Clare is to receive.

If your letters are good I shall tell you a pretty story about a little girl who was lost and put into an orphan asylum.

A great lady and gentleman came to the asylum one day to adopt a child, and whom do you suppose they selected? No, no; I must not tell; that would spoil my story, and you would not care to hear it again.

What a sweet little letter Rose's is! We shall soon have a talk about that. Which hour in the day do we have the pleasantest time? Language hour? Yes, I think so too; and remember, we shall soon have a letter writer of our own. The exercise books are filling up very rapidly. What good children I have!

FOURTH YEAR OR GRADE.

We have been using such words as he, she, it, and their various forms, but we have not learned the names of such words.

The words are used instead of name words or nouns, and are called pronouns.

Another point in Language that we shall speak of to-day is the part of speech to which the action words belong. This is known in grammar as the *verb*.

In the exercise given in Second Grade about the "breaking of the stick," you remember we used have broken, had broken, has broken. This is known as the perfect form of the verb. Actions going on at the present time are said to be in the present tense, actions completed at the present time are in the present perfect tense, past actions are in the past tense, and actions completed in past are in past perfect tense.

Actions that will be performed are in the future tense, while actions completed at or before some future time are in the future perfect tense.

We can always tell the perfect tenses by the additions of have, has or had.

For to-morrow's lesson you may fill out the following blanks:

- 1. She writing now and I to-morrow.
- 2. John his lesson last night, but I mine long before.
 - 3. My books —— taken out of my desk.
 - 4. Father — preaching when we arrived.
 - 5. We -- be there without fail.

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lanks:

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6. When you see me next June I — — an inch taller and some number of pounds heavier.

7 I hope you --- by this time.

8. I - very sorry to hear your bad news.

SECOND TOPIC.

- T. When we use the exact words of another what marks are placed before and after the sentence?
 - P. Quotation marks.
- T. What do we call the mark that follows such words as ch! ah! alas! and so on?
 - P. Exclamation point.
- T. Prepare an exercise showing the use of quotation marks and the exclamation point.

THIRD, FOURTH, FIFTH AND SIXTH TOPICS.

- The letter we spoke of a few days ago, on page 36,—tell me about the quotation marks, the periods, commas, colons and the abbreviations.
- 2. Write an order on the same plan as that on page 40, Letter Writer.

Make out a bill similar to the one on page 39, Letter Writer.

- 3. Write a letter to a cousin at a distance, telling her of your studies, your class, your companions and your school in general.
- 4. Write a list of words ending with o, as cargo, and their plurals.
- 5. Put both forms into sentences, using them where you can as vossessives.
 - 6. Write five sentences, using this and that with sort and kind.
- 7. Write five sentences, using different forms of go, send, leave, give, eat, lay and draw.
- 8. Write five sentences, using the proper personal pronoun after the verbs is and are.
- Give the proper form of the pronoun after the verbs told and send.
- Compare two or more objects and use proper form of quality words in five sentences.
 - 11. In five different sentences show the use of who, which and that.

- Use the proper words after look, seen, appear, feel, taste, and smell.
 - 13. Show the proper use of who and whom.
- 14. Give five sounds of the letter a, three of e, two of th, one of wh, two of o, two of i, and two of u. Give the sound of y in why.
 - 15. Use the dictionary every day and every hour if necessary.

As we shall soon be using the descriptive letters in the Fifth Grade we shall select some of the words used therein.

circumstances	Melbourne	cannibalism
ravages	peculiar	paroquets
acacias	wattle	denizens
hideous	characteristics	unsurpassed
formidable	productiveness	associated
European	peculiarities	perpendicular
aquiline	viviparous	quadruped

N. B. If you wish to see how the words may be used read 4th letter of Fifth Grade.

SEVENTH AND EIGHTH TOPICS.

Write twenty sentences, showing the use of words pronounced alike but spelled differently (see list of same in Topic in Third Grade.)

Let us now have one of our talks about some of the letters.

- T. Why are most of the letters in the Fourth Grade ones treating of First Communion and of the joys of Christmas?
- P. The Fourth Grade has most of the First Communicants, a d it is time that in this grade we should know how to write letters on any subject.
 - T. In Josie's letter to her grandma what does she describe?
 - P. The Chapel of St. Joseph's Academy, Carondelet.
- T. Can you repeat her description, or better, give it in your own words?
- P. Josie tells her grandma that she (grandma) knows how beautiful the Chapel always is, but on this occasion it was decorated just as grand as we would like it. All natural flowers, geraniums, pansies, roses, lilies, and all kinds of leaves.
 - T. Alice, can you add anything more?
- P. Josie says there were hanging baskets filled with begonias forget-me-nots, lilies of the valley, and different kinds of vines in larger alabaster vases. That the candles in grand new candlesticks were like those of the First Communicants, only larger.
 - T. Who played the Mass?
 - P. Some Sister and the little girls knelt in the sanctuary to receive.

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T. Can you imagine how happy those little ones must be, and why?

P. Oh, yes; they have received our dear Lord for the first time, and he loves little children so dearly. Then they have so many things to ask for papas and mammas and every one else that asked their prayers that They think of them all, and the loving Jesus is pleased with 'hem.

T. Yes, indeed! what a happy happy day it is! the sweetest, the best of our whole lives. I hope my little ones this year will think and endeavor to prepare their hearts for the Infant King, make good, fervent confessions, and beg our Lord and his Immaculate Mother to give you the necessary dispositions to make a good Holy Communion.

Now we shall look at some of the Christmas letters. Do you find them very different from other letters?

P. No, Sister; little Nettie cannot write herself, and she just tells her mamma and papa so, in wishing them a "Happy Christmas!"

Freddy wishes his mamma and papa a "Merry Christmas!" and tells all that he wants Santa Claus to bring him. First, he says he hopes Santa Claus will bring mamma and papa what they want too.

Emma must be a little girl of seven or eight, for she has only made her first confession, but Louisa must be a big girl, for her letter sounds that way. She is writing for her mamma, and puts down everything that her mamma says, and then she wishes them a "Happy Christmas!" for herself.

Violet must be a big girl too. Sam's letter sounds just like a boy, and it is good: so is Johnny's.

Very good. I see you remember what we have said about those letters. So many think Christmas letters are hard to write, but you see they are as you say, like all other letters, expressing the feelings that are natural at that season. Best wishes to every one speaking of Christmas gifts.

You notice in most of the letters the little boys and girls are making promises for the future and asking pardon for the past. Christmas is a very appropriate time for this. These letters to be good must be like all others, pleasing, graceful and above all natural.

As in the Fifth Grade, our letters are mostly descriptive ones, we shall talk about the twenty-fourth letter in the Fourth Grade, which is also a descriptive letter.

- Where does the writer of this letter attend school?
- P. At St. Teresa's Academy, K. C.
- T. Do you like the manner in which the letter is begun, or rather, do you like the salutation?
- P. Yes; it tells just how Julia feels toward the lady to whom she is writing. This lady must have been a great friend of Julia's mamma, because she writes to her on the anniversary of her mother's

death and the first day after she returned from her visit to Bay St. Louis.

- T. Where is Bay St. Louis?
- P. It is in the southern part of Mississippi, between New Orleans and Mobile. It is called Bay St. Louis because it is situated on the St. Louis Bay.
 - T. What Sisters are teaching there?
 - P. Sisters of St. Joseph, from New Orleans.
 - T. What is the name of the convent?
 - P. "Our Lady of the Gulf."
- T. Now tell me when Julia was there and what pleased her so much?
- P. Julia was in Bay St. Louis on the first of May, and she was pleased with the procession of the "Children of Mary."

She says that the 1st of May is a memorable day for all Catholics, but there, in the sunny South, with the cool breeze from the Gulf, and the church and convent just before them, Julia seems to think she had never felt the beauty of anything so much.

Everything must have been very quiet, for Julia speaks of the church bell breaking the stillness, and at the same time the procession files out of the convent.

She speaks of the six little girls—angels, describes their appearance and movements of the banner; beautiful flowers and plants must be there, for Julia speaks of the "perfumed air."

Then the young ladies are described, and Julia says they reminded her of the Virgin train that "Followeth the Lamb whitherso-ever he goeth."

- T. You have given a very good account, Della, and now Maggie may finish.
- P. Julia speaks of the singing, "Virgin Mary, Still Remember," of the Benediction of the most Holy Sacrament, after which was sung the Te Deum in grand chorus.

I can almost see the place from the description Julia gives, and I think it must be a very beautiful spot. I like Julia's description of the evergreen spruce, and I imagine the woods a place I should very much like to see.

I have often read of the many out-buildings peculiar to the South, and with the vines of which Julia speaks so much, they must look very pleasing.

How beautiful the Carolina jasmine must look on the tree tops! I do not wonder Julia was impressed by such a scene.

T. I am very much pleased with your description. You see how easy it is for children, even in this grade, to learn how to express themselves well, and if they speak well they cannot but write well.

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You see how xpress themWe shall have a great deal to talk about when we take up the letters of the Fifth Grade. There will be geographical and scientific talks.

Our next talk will be on landscape gardening, as Isabella seems to have studied this matter up before writing the last letter of this grade.

For our next letter we shall have a description of a park. *

I shall tell you nothing about this, as you know just what you ought to do, and I shall expect correct and neat work.

LANGUAGE WORK IN FIFTH GRADE.

FIRST QUARTER.

The children in the primary grades, from the first grade upward, have been taught to select from their reading lessons, name words, action words, how words, relation words, connecting words, kind words, wonder words, and words used to avoid saying the name words too often.

I will suppose them now beginning the Fifth Grade, or in other words, "they are in fractions."

The question arises, how much language is in the minds of those children before me? Knowing that all have been using the Letter Writer, I select one of the letters in the Third or Fourth Grade, and begin a talk with my pupils. Should they not succeed in finding the various kinds of words above mentioned, I do not decide at once that they have never been taught, especially if it is after the summer vacation. What they have forgotten, I try to bring before their minds without telling them, "Surely you ought to know that."

The next measure is to have them write a letter, somewhat similar to the one they have read. This is done while I am attending to another class. The letters will, no doubt, prove poor specimens, but the long vacation is brought to their rescue, and the children are advised to spend their evening Study Class in correcting and improving them.

The following morning the best productions are copied on the board, perhaps three in number, and criticisms called for.

When corrections come slowly, I call the attention of the class to similar work in their Letter Writers, telling them to compare the board work with that of the little girls and boys whose letters are in their book. This has always succeeded.

Then I ask them to provide name words and action words for the following: 1. — to our school. 2. — very well. 3. — I am lonely. 4. — use the truth.

Supply how words and kind words: 1. The apple is — ——.

2. She has — —— hair. 3. Lulu sings ———.

Supply connecting, how and wonder words: 1. —— see the dog
—— the room. 2. —— it is not —— my power. 3. John —— Anna
have left school. 4. It belongs —— me and Harry. 5. I will go ——
your house. 6. Stay —— us.

Take your Letter Writers, turn to page 44, and from second letter, Fourth Grade, arrange in columns the name words, action words, kind words and how words.

The class having attended to three or four such orders, handed in their exercises, which show that they understand pretty fairly the Language work of lower grades, I proceed to give the class instructions as follows:

Hereafter we shall call all name words nouns, as you will see from the black board exercise. There is a great deal to be learned about nouns, properties, definitions of each property and classes of same.

THE NOUN.

CLASSES.—PROPER AND COMMON.

	CLASSES	.—I ROPER AN	
	1	(Masculine.	Male.
		Feminine.	Female.
	GENDER.	Common.	Either.
		Neuter.	Neither.
		(First.	Speaker.
	Person.	Second.	Person spoken to.
PROPERTIES.	}	Third.	Person spoken of.
		Singular.	One.
	Number.	Plural.	More than one.
		(Nominative	Use of noun or pronoun as subject or predicate of the preposition.
		Possessive.	Use of noun or pronoun to denote possession.
	CASE.	Objective.	Use of noun or pronoun the object of a transitive verb or a preposition.
		Absolute.	Use of a noun or pronoun used in- dependently.

You see here, from the black-board exercise, that nouns have four properties, that there are four genders, three persons, two numbers and four cases. You learn also from the black-board exercises what the sev-

eral divisions of each of these properties denote and you learn, in the same way, the Rules of Syntax applied to nouns.

RULES OF SYNTAX APPLIED TO NOUNS.

- A noun or pronoun used as the subject or the predicate of a proposition is in the nominative case.
- A noun or pronoun used to limit another noun or pronoun is in the possessive case.
- When the second noun or pronoun denotes the same person or thing 3. it is the same case.
- When these parts of speech are used independently they are in the nominative absolute case.
- The object of a transitive verb or of a preposition is in the objective case.
- When time, distance, measure or value, is expressed by a noun, it is in the objective case without a governing word.

We shall now take up the Verb.

	1	THE VERB		
CLASSES—In	regard to u	se		{ Transitive. Intransitive.
CLASSES-In	regard to fe	orm		Regular. Irregular.
	VOICE.	Active.	Denotes acting.	
	(Passive.	Denotes acted v	the subject as
	(Indicative.	Declares	
		Subjunctive.	Asserts a	thing as doubt-
	Mode.	Potential.	Asserts the erty, duty	power, necessity, lib-
PROPERTIES.	}	Imperative.	Expresse	es a command.
		Infinitive.	7.00	es without affirm-
		Present.	ing. Denotes Pr	esent time.
	Tense.	Present-Perfect.	Denotes an	action completed at time.
		Past.	Denotes Pa	
	I ENSE.	Past-Perfect.	Denotes an	action completed at
		Future.	Denotes Fu	
-2	Ji	Future-Perfect.	fore a ce	action ended at or be-
	(PERSON A	ND NUMBER.—In	its subject	Verb agrees with
5, 27,53			3	

arned about of same.

see the dog - Anna

will go -

econd letter.

words, kind

, handed in rly the Lan-

tructions as

ill see from

ES.

to. of.

noun as subject e preposition. onoun to denote

noun the object ora preposition. ronoun used in-

ins have four numbers and vhat the sev-

RULE OF SYNTAX APPLIED TO VERBS.

A Verb must agree with its subject in person and number.

Having become thus far acquainted with the two great parts of speech, Nouns and Verbs, we shall begin anew the making of sentences, confining ourselves, for the present, to those that contain only a subject and predicate.

All action words are verbs, but as you shall soon see, there are words that do not express action, which belong to verbs. For besides expressing action, a verb shows being or state of being, as: I am well. Your hat is on the table. He lies motionless. You should be there.

Here now we have the black-board exercise for the Verb, its classes, properties and rules.

We will first analyze the sentences, then parse the nouns and verbs: Birds sing. Children play. Engines run. Water sparkles. Leaves turn. Ice melts. Dogs bark. Children study.

Since we understand very well the two principal parts of speech, we will proceed to that part which includes kind words; these are known in grammar as adjectives.

You see on the black-board this part of speech represented with its property; its different classes and sub classes, and the rule which is applied to the adjective.

THE ADJECTIVE.

GENERAL CLASSES .- DESCRIPTIVE -- DEFINITIVE.

	Positive.	Expresses simple quality.
m- { Degrees.	Comparative.	Higher or lower degree of
	(Superlative,	Highest or lowest degree of the quality.
Articles.	{ Definite and I definite.	n-{ The, a, an.
Pronominals.	Demonstrative	Former, Latter, &c.
	Distributives.	Each, Every, Either, Neither.
	Indefinites.	All, Any, Another, Certain, Divers, &c.
Numerals.	Cardinals. Ordinals. Multiplicative	Number. Position. Fold.
	Articles. Pronominals.	m. Degrees. Comparative. Superlative, Articles. Definite and I definite. Pronominals. Demonstrative. Distributives. Indefinites. Numerals. Cardinals. Ordinals.

Having memorized all that is necessary of this exercise, we proceed to parsing the adjective and giving it its proper place in analysis. Taking the sentences we have disposed of before, we produce: The

yellow bird sings. The autumn leaves turn yellow. Our big black dog barks loudly. The largest piece of ice will melt.

Pupils will now tell me the general and sub-classes to which the following adjectives belong: The, former, tenfold, twice, twenty, enough, many, a, one, sundry, fiftieth, old, green, little, both, every, bright-colored, whichsoever, over-grown, honest, sincere, single, dead.

- 1. Class give the general divisions of definitive adjectives; the divisions of articles; of pronominals; of numerals.
 - 2. Give the order of parsing an adjective.
- Each one in class write on his slate models for parsing nouns, verbs and adjectives.

Before what sound is a used? An? When should the be used?

Do the following examples look correct: We are a united band. What man greater than a true Christian? The subject of my composition was "A Rainbow." A horse is an noble animal. Honor formerly was understood as a truth. We own three of them houses. Put them bowls on the table. She never wrote no letter. I never said no such thing. He don't know nothing about it. I wouldn't do it for nothing. Repeat the three first paragraphs. Take the two first on the four first desks. He arrived safely. How beautifully the country looks. I cannot go, I feel too badly.

Notice the verbs in the following: We was so glad we didn't know what to do. They was running when we saw them. There never was so many people. We was a wondering what become of you. I never have seen him. I seen you at the Veiled Prophets. Yes, I seen Mrs. Cleveland. We was so crowded in the street cars, people was a fainting. It had fell before I could get there. It has blowed out the window. The letter was wrote before you came. They have drove over to uncle's. My dress is all wore out. Yes, you done it. I knew you six years. I couldn't of helped it. I shall go, you will not stop me. We will receive our reports next month. If I am not engaged, I will go. He has went to school. I haven't went to Mary's house for a long time.

Can you repeat the cautions given in Harvey's English Grammar under Adjectives? Those under Verbs? Write examples of common usages, showing the need of those precautions.

Children you are now in the Fifth Grade. If the Letter Writer had been in print when you first came to school, and you had learned to form your alphabet from it, I should not need to remind you that there is a great deal in Part I., Letter Writer, which you must learn and practice. I must ask you again to memorize pp. 3, 4 and 5. You either have not learned those rules or you have forgotten them. Your letters are by no means what we have a right to expect from children in this grade. Remember that for many of you this is your last year at school, and of what use have your years of hard study been if you cannot write a letter?

at parts of sentences, y a subject

there are or besides I am well. there.

its classes,

and verbs:

of speech, are known

ted with its le which is

ple quality.

vest degree

t, These, Latter, &c. ry, Either,

Another, Divers, &c.

se, we pron analysis, luce: The You may take for your model letter in preparing the exercise for to-morrow's Language hour, Austin's letter to his Grandpa, page 54.

If you cannot remember your rules for punctuation, turn to pages 75.76, and punctuate your letter so that it can be read.

Criticisms on the exercise will be principally, "capitals," "commas," "quotation marks," and, of course, spelling.

I shall not accept less than two pages.

SECOND QUARTER.

Having gone through the work of the First Quarter understandingly, the pupil cannot find much more trouble with those parts of speech most frequently used. Of course, reviews must be gone over every day, and as parts of speech are named in the reading lesson and elsewhere, it cannot be but the class beginning Second Quarter, fifth year, will be pretty fairly grounded in the knowledge of parsing, and in the analysis of sentences. To test this the following has been found to be a good exercise:

T. Class may take Letter Writers, turn to page 3, part II. From this page, arrange in proper columns the nouns, verbs, adjectives, adverbs and pronouns. This done, arrange the relation words or prepositions, the connecting words or conjunctions, the wonder words or interjections.

We shall now have a talk about another part of speech, of which we have said so far very little. Let us have the different parts of write

- P. Write, wrote, written.
- T. Of drive, speak, give and grow.

Pupils give these and several others, such as the teacher requires, the parts written in their respective columns, as follows:

PRESENT.	PAST.	PERFECT PARTICIPLE.
write	wrote	written
speak	spoke	spoken
give	gave	given
grow	grew	grown
arise	arose	arisen
do -	did	done
hear	heard	heard
forsake	forsook	forsaken
hide	hid	hidden
clove	cleft	cloven
draw	drew	drawn
become	became	became
rise	rose	risen

exercise for , page 54. arn to pages

als," " com-

erstandingly, f speech most ry day, and as e, it cannot be e pretty fairly of sentences. rcise:

art II. From s, adjectives, ords or prepoder words or

eech, of which parts of write

acher requires,

PARTICIPLE.

itten ken en

sen 1e 1rd

WIL

den ven wn

ame en Another topic that will aid us to know the participle is the first of the Fourth Grade, where we had exercises in the tenses. You remember we spoke there of the perfect form of the verb: now we shall know this form as the Perfect Participle.

The Present Participle ends in ing, and is sometimes used: 1. As a nonn, as: He delights in reading. I enjoyed the singing. I listened to the preaching. Her hearing was remarkable. She is good at describing. They were listening to the playing. Tom is fond of traveling.

2. As an adjective, as: The chiming bells, the glistening dew, the sparkling water, her flowing hair, the charming air, the listening ear, the loving heart, the clinging vine, her aching head, the burning taper, the twinkling star.

3. It may be something affirmed of the subject, as: Stooping down and looking in, I saw the figure plainly, i. e., I was stooping down and looking in when I saw the ——. Here the participle is the predicate.

We must bear in mind that a participle, though derived from a verb, is not in itself a verb, nor has it the properties of a verb, such as mode and tense.

The participle shows the action continued or completed.

For the *time* of this continuance or completion we must look to the verb in the sentence. We have learned a good deal about the Present Participle; the next class to be taken up is the one to which all those words written in the column marked Perfect Participles belong.

Most of the Perfect Participles we have taken end in en. Let us take other words: catch, find, kneel, show, wear, tear, speed, run, seek, stand, swim. Now look carefully at your columns of Perfect Participles. How many end in en? In n? In d, ed, t? Correct. You will find that generally the Perfect Participle ends in some one of those letters or syllables. Name the exceptions that you find in your columns.

P. Done and become.

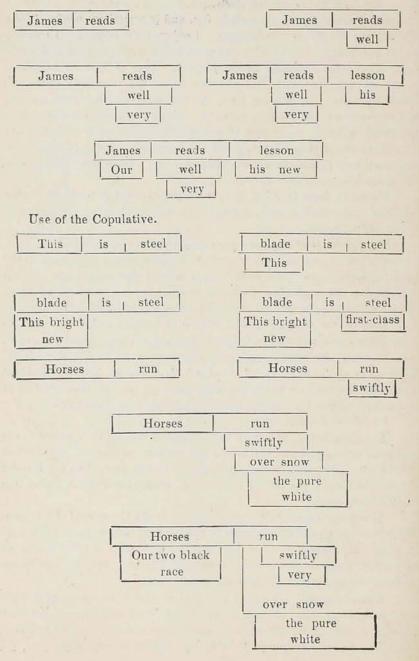
T. Very well. We shall have occasion during the quarter to use irregular verbs, and you will notice the various endings of the Perfect Participle. We must impress well on our minds now, that the Present Participle shows the action continuing, while the Perfect shows the action completed.

Another class of this part of speech is the Compound Participle. This is formed by placing having or having been before the Perfect Participle, as: Having finished my task I departed. Having taken up grammar, we must show our improvement therein. Having been disappointed before, we cannot have much hope now.

Having learned enough of this part of speech to recognize it when we meet it in our various exercises, we shall now take up the work proper to our regular language lesson. Here it would be well to follow each Topic as is required in Fifth Grade, beginning now with

ANALYSES OF SENTENCES.

Instead of arranging subject and predicate in different columns as we have been doing, we shall now place them in little boxes, thus:



ent columns as

reads

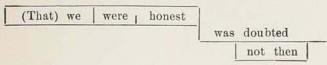
lesson

s | steel

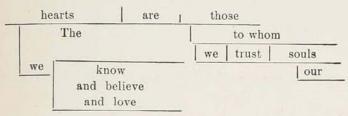
steel first-class

run

1. That we were honest was not then doubted.



2. The hearts we know and believe, and love, are those to whom we trust our souls.



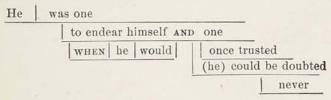
3. It felt and looked like a troubled dream.



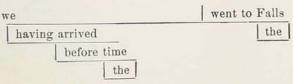
4. Give me anything but deception.



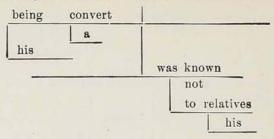
5. He was one to endear himself when he would, and one once trusted, never could be doubted.



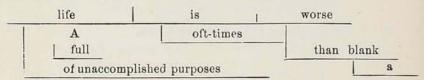
6. Having arrived before the time, we went to the Falls.



7. His being a convert was not known to his relatives.



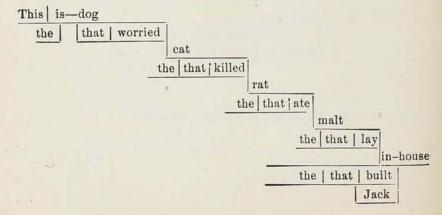
8. A life full of unaccomplished purposes is ofttimes worse than a blank.



9. The young girl smiles sweetly.

girl	girl smiles	
The		
young	sweetly	

10. This is the dog that worried the cat that killed the rat that ate the malt that lay in the house that Jack built.



11. What, restless? why cast down, my soul?

Hope still, and thou shalt sing
The praise of Him who is thy God,
Thy Savior and thy King.

| (thou) | (art)—restless | (and) | what | (thou) | (art) cast | | why | | down | (thou) | Hope | and | still, | thou | shalt sing | praise | The | of—Him | who is God and Savior | thy | and | thy |

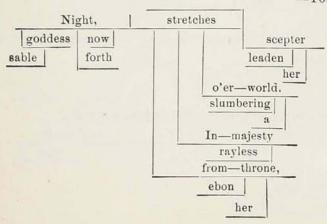
12. Whither has he gone ?

he | has gone ?
Whither |

13. Night, sable goddess! from her ebon throne, In rayless majesty now stretches forth Her leaden scepter o'er a slumbering world.

-Young.

thy



tes worse than a

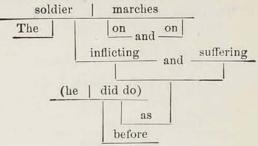
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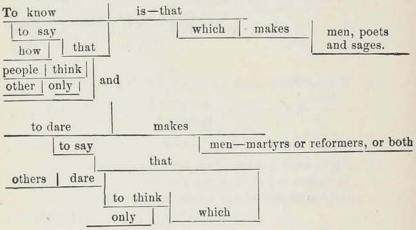
I the rat that ate

lt | lay | in-bouse | hat | built | Jack |

14. The soldier marches on and on, inflicting and suffering as before.



15. To know how to say what other people only think, is what makes men poets and sages; and to dare to say what others only dare to think, makes men martyrs or reformers, or both.



N. B.—"Poets," "sages," "martyrs," "reformers" and "both," are attributive objects.

16. To be a poet in spite of nature is very difficult.

To be—poet | is difficult

a very

in—spite

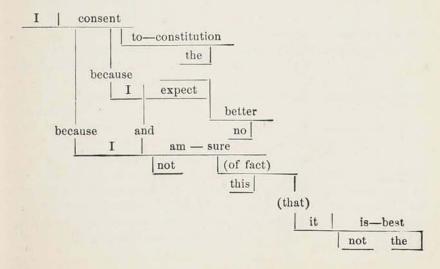
of—nature

d suffering as

The Niobe of nations, there she stands,
 Childless and crownless in her voiceless woe,
 An empty urn within her withered hands,
 Whose holy dust was scattered long ago.

Niobe The of-nations she stands there and childless crownless in-woe voiceless her holding urn dust was scattered empty holy An ago Whose long within-hands withered her

18. I consent to the constitution, because I expect no better, and because I am not sure it is not the best.



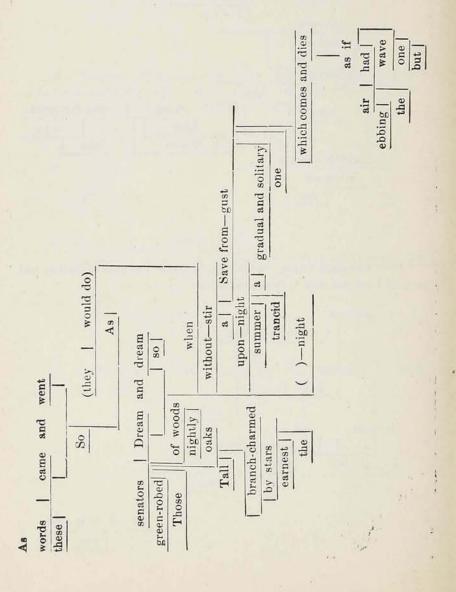
think, is what zers only dare

men, poets and sages.

ormers, or both

" and "both,"

icult very 19. As when upon a trancid summer night,
Those green-robed senators of nightly woods,
Tall oaks, branch-charmed by the earnest stars,
Dream, and so dream without a stir,
Save from one gradual and solitary gust,
Which comes upon the silence, and dies off
As if the ebbing air had but one wave:
So came these words and went.



THE PREPOSITION.

This part of speech we have hitherto called the Relation Word. It is always used with a noun or pronoun, which is called its object, and it shows the relation between this object and some other word. The object of a preposition, as you have already learned, is in the objective case. Point out the prepositions in the following sentences, and parse their objects:

- 1. A man of virtue is one of sense.
- 2. Rome is the city of the Church.
- 3. The poor little girl died of hunger.
- 4. We live in Waterloo.
- 5. The child of good parents is rarely a bad child.
- 6. The girls were taken by surprise.
- 7. Take the bundles from your mother.
- 8. They were scattered around the room.
- 9. He was a child of principle.
- 10. This is the city of churches.
- 11. From morning until night let Israel hope in the Lord.
- 12. Divide this among your companions.

A preposition and its object is called a Prepositional Phrase. We shall learn something of their office in the above sentences. Let us take:

- 1. What kind of a man is one of sense?
- P. A man of virtue.
- T. Name the prepositional phrase.
- P. Of virtue.
- T. Of virtue then tells us the kind of man, and it is therefore used as what part of speech?
 - P. As an adjective.
- T. Correct; and a phrase used as an adjective is called an adjective element of the second class. Now, in the fourth sentence, the phrase is used for what purpose?
 - P. To tell where we live.
- T. Correct; what part of speech tells when, where, how, why, and so on?
 - P. Adverbs.
 - T. What kind of an element then is "in Waterloo?"
 - P. An adverbial element of the second class.
- T. In the other examples tell which of the phrases are adjective, and why? Which adverbial, and why? For your next lesson hand in ten sentences in which the phrases are used as adjective elements, and ten where they are used adverbially: after that we shall learn to name more of the principal prepositions.

as II as II had | had | had | the one |

THE PERSONAL PRONOUN.

SINGULAR.

Nominative	Forms-	Ι,	you,	he,	she,	it.
Possessive	66	my,	your,	his,	hers,	its
Objective	66	me,	you,	him,	her,	it.

PLURAL.

Nominative Forms-	we,	they,	you.
Possessive "	our,	their,	your.
Objective "	us,	them,	you.

Arrange in columns the root, prefix and suffix, if any, of the following

ANGLO-SAXON	WORDS:

	tenthly	dewy
	clothing	bleakly
200	hinging	book-hold
	mouthful	feathery
	awkwardly	however
	reaching	faning
	wine-cup	quantity
	quell	skirt
	clasp	creeper
	kill	ghostly
		clothing hinging mouthful awkwardly reaching wine-cup quell clasp

How much is done in even one such exercise! It is a test of spelling, of punctuation, of capitals, of memory, of composition and of general understanding, all with the language work of the Fifth Grade.

PROPER USE OF WORDS.

Write sentences showing the proper use of the following words:

custom—habit,	vacant-empty,
fancy-imagination,	faith—belief,
haste-hurry,	grief-affliction,
picture-painting,	intellect-understanding,
news-tidings,	reason—cause,
talent-genius,	consent-assent,
word—term,	balance—remainder
vestige-trace,	station-depot,
common-ordinary,	great—big,
moment-instant,	high—tall,
handsome-pretty,	entire-complete.
Abbreviations as found in Le	etter-Writer, parts I. and II.

EXERCISE ON DESCRIPTIONS.

- 1. Pages 43, 45, 46, 47.
- 2. The descriptive letters of Fifth Grade.
- 3. Descriptive quotations, pages 70 and 78, L.-W.
- 4. Descriptive letters.
- Descriptions of trees, buildings, parks, and so on, as given in St. Louis Geography.

These, with the descriptions that children have been accustomed to give in their Object Lessons, should enable them to do justice to the composition writing required in this grade.

The letters for this year are mostly letters of description, and from them the pupils can see what is required. If the place from which a letter is to be written be given to the class a few days previous to the writing of the same, pupils can readily find all information from the Cyclopedia, or from some book of travels; biographical sketches, such as will be produced by answering questions like those given in the history review; as also autobiographies, should be produced by pupils of this grade.

EXERCISE IN DESCRIPTIONS.

If the Object Lessons are treated properly they will do much to remove the difficulty of description, yet even then, we must often hear said, "There is no use, I can't describe it." We had this in mind in arranging "The Child's Geography of St. Louis," and so described therein the buildings, parks, etc., but especially ornamental and shade trees, fruit trees, vines, grasses, also mosses and ferns. From this little book, the pupils of the Third and Fourth Grades can obtain all the description that can be expected. Fourth Grade would do well to make the Science Lessons of this grade correspond with "Productions" in "Child's Geography." We will give a few ways in which we should attempt teaching pupils of this grade to describe.

T. Who can describe the catalpa tree?

The question is different from the manner in which it is given in the Geography, and the answer may require questioning like the following:

How many have seen a catalpa tree? Is there any one in the class

if any, of the

you.

your.

you.

she,

hers.

her,

it.

its.

it.

leakly
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ning
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sirt
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a test of spellon and of genh Grade.

ng words:

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II.

who has noticed it in the first week of June? What shape are the leaves? About how large are they? Are both sides of the leaf alike? How do the blossoms hang? What color are they? Is the inner part pure white?

Children may now take their Geographies, while Jennie reads aloud the summary of the answers I have just obtained. (Jennie reads). You see now in how very few words this beautiful tree is described, and when you find it in the parks, in gardens, or along the roadside, you must remember this description. To morrow I shall call on you to describe the horse-chestnut, the walnut, the elm, and the willow trees. You may study the description from your Geography, pages 10 and 11.

Use some form of the following words with have, had, has: Lend, thrink, forsake, strive, meet, grind, shine, weep, wear, throw, read, lie, alter, sew, grown, buy, saw, allowed, heard, know, led, teach, and busy.

When are quotation marks used? Why are they used in second letter, Fourth Grade? Why in the fourth letter of same grade? Why in the eighth letter, Second Grade? Repeat Rule 6, under Punctuation and Capitals. Rules 1, 3, 4, 7, 8. Illustrate each by examples. Take from third letter, Fourth Grade, all the examples it contains that show the use of those rules.

Why is June begun with a capital?

We shall add here other descriptions, which will be an introduction to Fifth Grade work.

Riding through a strange city, or through parts of our own city which are strange to us, who can say that the general appearances of the houses therein is not the chief attraction. How many of us can say, "That building is such a style, or a combination or modification of such another style?" And why? Such things did not form any portion of our school study, nor of our home talk. We will here give a few brief descriptions of the more common styles, which may be used as dictation exercises until the pupils have memorized them enough to make use of them. It would be well to have copies of them kept in children's Language blanks.

GOTHIC OR POINTED ARCHITECTURE.

Many of our finest churches and cathedrals are built in this style. It is distinguished by its sharply pointed arches, clustered columns, its arge windows, and, in churches, its tall spire, piled up to an almost fearful height towards the heavens. Buildings in this style do not exhibit the simplicity and harmony which Grecian buildings display, but they are unsurpassed in sublimity, variety, and beauty.

shape are the the leaf alike? the inner part

nie reads aloud ie reads). You ibed, and when side, you must on you to deid the willow caphy, pages 10

id, has: Lend, hrow, read, lie, led, teach, and used in second

used in second e grade? Why der Punctuation xamples. Take itains that show

an introduction

f our own city pearances of the of us can say, ification of such any portion of ive a few brief sed as dictation to make use of children's Lan-

t in this style, ed columns, its to an almost is style do not ngs display, but

₹E.

KINDS OF GOTHIC BUILDINGS.

The Baronial Castle of feudal times, built strongly for defence.

The old Monastic Abbey, suited to the rich fertile plains settled for this purpose.

The Tudor Mansion of the English gentleman, surrounded by its beautiful park filled with old ancestral trees.

The Rural Cottage, which seems more than any other suited to the loved words "Home, sweet home," are all varieties of this multiform style.

The Baronial Castle is distinguished by the line of battlements cut out of the solid parapet wall, which surmounts the outline of the building in every part. This was originally intended for protection. The windows are either pointed or square-headed, often a mixture of both; the porch rises into a turreted gateway, and the whole is fixed on a distinct and firm terrace of stone, giving the edifice an appearance of strength and security. It is too expensive for America, where estates are divided among the different members of the family. The style is out of place except in wild romantic scenery.

Tudor Style. A building in the Tudor style affords the best example of the excellence of Gothic architecture for domestic purposes. The roof often rises boldly here, instead of being concealed by the parapet walls, and the gables are either plain or ornamented with crockets. The windows are divided by mullions, and are often enriched with tracery in a style less florid than that employed in churches. Sometimes the low arch is seen in the window-heads, but most commonly the square-headed window with Gothic label. The bay and oriel windows are generally found in this style of building.

The bay window, on the first floor, projecting from the main body of the room in a semi-octagonal or hexagonal form, affording more space in the apartment from the floor to the ceiling, and giving an abundance of light.

The oriel window is very similar to the bay window, but projecting in a similar manner from the upper story, supported on corbelled mouldings. These windows give a pleasing variety to the different fronts of the building. The sky outline to the Tudor Gothic style is made up of many fine features. The pointed gables, with their finials; the neat parapet wall; the roof line, varied by the ornamented gablet of a dormer window, and the highly-enriched chimney shaft carried up in clusters some distance above the roof.

A corresponding and suitable style of finish, with Gothic details, runs through the different apartments. In America, the warm summers render a veranda desirable.

The Elizabethan Style, is a mixture of Gothic and Grecian in its

details. There are many specimens at the present day with every kind of architectural feature and ornament, oddly combined pointed gables, dormer windows, steep and low roofs, twisted columns, pierced parapets, and broad windows with small lights. Sometimes the effect of this fantastic combination is excellent, but often bad. The Elizabethan style is safe only in the hands of an architect with the nicest taste.

Rural Gothic. This differs from the Tudor style only in its general simplicity. The square-headed windows preserve the same form, and display the Gothic label and mullions. The entrance porch is also preserved, while the bay-window juts out from the best apartment. Its most striking feature is the pointed gable, which appears not only in the two ends of the main building, but terminates every wing or projection of almost any size that joins to the principal body of the house. The projecting roof renders the walls always dry.

In rural buildings, architectural beauty must derive much of its attractions from its surroundings. These must form a part of its general scenery. A stiff three-story brick building is not a pleasing sight for a country residence, where the trees and shrubbery suggest a cosy, romantic, little cottage. One should be able to tell from the appearance of a building the purpose for which it was intended. No beauty of style can compensate for want of expression of purpose.

Chimney-tops being a characteristic and necessary feature of human habitations, they should be rendered prominent and elegant.

Porches also are a necessary feature to a complete dwelling-house. They give dignity and importance to pointing it out to the stranger as a place of approach. Porches can be made of every variety of form and decoration, from the embattled and buttressed portal of the Gothic castle to the latticed arbor porch of the cottage.

The harmonious union of buildings and scenery is a point of taste little understood in any country, because the landscape painter and architect are seldom combined in the same person, and seldom consulted together. The Grecian, Roman, Tuscan, and chaster Italian styles belong to localities whose scenery, in its general character, is peaceful and beautiful. The Castellated, the Tudor, and the old English, in all its forms, should be selected to accompany scenery of a wilder and more picturesque character.

Grecian Architecture, which is intrinsically beautiful in itself, and interesting in association, is in more common use than any other style in the United States, yet this style in its purity must come within the prescribed form of the rectangular parallelogram; apartments must be of a given size and limited in number; no irregularity, no openings of windows of different sizes or dimensions, no verandas, porches, or variously-sized wings, all of which is very necessary to convenience and comfort.

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The Roman Style is less perfect and less beautiful than the Grecian; it is distinguished from the latter by introduction of arched openings over the doors and windows; story piled over story, often with columns of different orders instead of the simple unbroken ones of the Grecian edifices. The greatest latitude is often observed in the proportions, forms, and decorations of buildings in the Roman style.

Italian Style. We have referred to this elsewhere. It is considered the most beautiful mode for domestic purposes that has come from Grecian art. It retains much of the Roman style, but it exhibits bold irregularity and strong contrast of light and shadow.

Surroundings. To call a place truly fine, there must be found union between the house and grounds.

An humble cottage with sculptured vases would be in bad taste; but any Grecian, Roman or Italian villa, or a Gothic village of the better class, will allow the additional enchantment of the architectural terrace and its ornaments. Indeed the terrace itself, so far as it denotes a raised dry walk around the house, is a suitable appendage to every dwelling of whatever class.

The smallest cottage may be thus decorated in a suitable manner.

There are several varieties of general flower gardens which may be formed near the house. Among these are the irregular flower garden, the old French flower garden, and the modern, or English flower garden.

Two methods of forming the beds are to be seen; one is to cut the beds out of the green turf, the other, to surround the beds with edging of verdure, or of cut stone.

The irregular flower garden is surrounded by an irregular belt of trees, and ornamental shrubs; the beds are varied in outline as well as irregularly disposed, sometimes grouping together, sometimes standing single, but showing no uniformity of arrangement. This kind of flower garden is suited to Rural Gothic style.

Where the flower garden is a spot set apart, of any regular outline, not of large size, and especially where it is attached directly to the house, the effect is most satisfactory when the beds or walks are laid out in symmetrical forms.

The French flower garden is the most fanciful of the regular modes of laying out the area devoted to this purpose. The patterns or figures employed are intricate, and require skill in their formation. The beds are filled with choice flowery plants, perennials and annuals: they should be such as will not exceed, on an average, one or two feet in height.

The English flower gardens are characterized by irregularly curved lines. They are often planted with one variety, or at most, two varieties

of flowers. As only the most striking and showy varieties are chosen, the effect, when the selection is judicious, is highly brilliant. Each bed in its season presents a mass of blossoms, and the contrast of rich colors is much more striking than any other arrangement.

ARRANGEMENT OF SHRUBS.

There are two methods of grouping shrubs upon lawns which may be separately considered in combination with beautiful and picturesque scenery. In the first case the shrubs alone, arrayed with relation to their height, may occupy the beds; or if preferred, shrubs and flowers may be intermingled.

In the picturesque scenes everything depends upon grouping well. Shrubs may be employed in connecting single trees, of furnishing a group of large trees, or of giving fullness to groups of tall trees newly planted.

Walks from the house through distant parts of the grounds, may have shrubbery planted along their margins, here and there, with excellent effect. Shrubbery is also very suitable near rustic seats or resting places.

The following hardy species of evergreen shrubs may be introduced to great advantage. The American rose; bay or big laurel, white and pink of several varieties; the common laurel, several colors; the Swedish juniper; the Irish juniper; the common tree-box; the gold-striped tree-box, and the silver-striped tree-box; the American holly; the evergreen thorn; and the holly-leaved berberry.

Fountains are a highly elegant decoration, giving a sparkling and enlivening effect to garden scenery. Where there is a pond or other body of water on a higher level than the proposed fountain, it is only necessary to lay pipes under the surface to conduct the supply of water to the required spot. In other cases, a reservoir artificially prepared must be kept constantly full. The hydraulic ram is the most perfect as well as the simplest and cheapest means of raising water.

The orifice from which the jet of water proceeds is called the bore of the quill. There are several sorts of quills or spouts, which throw the water up or down into a variety of forms, such as fans, parasols, sheaves, showers, mushrooms, inverted bells, etc.

The water in the fountain will, of course, not rise quite so high as the level of water in the reservoir. For example, if the reservoir is ten feet four inches, the water will rise ten feet, and so on. When only a single fountain can be maintained in a residence, the center of the flower garden, or the neighborhood of the piazza or terrace-walk is the most appropriate place for it. Pavilions, summer-houses, rustic seats,

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quite so high as reservoir is ten . When only a e center of the race-walk is the les, rustic seats, garden edifices, and grottoes should be introduced where they are appropriate and in harmony with the scene.—Landscape Gardening.

A TALK ON LUCIDA'S LETTER.

- T. What letter are we to read to-day?
- P. First letter, Third Grade.
- T. Jennie, give the heading of this letter.

Jennie reads the heading; another pupil reads the address, a third the salutation, and so on.

- T. What is the subject of Lucida's letter to her auntie?
- P. Lucida's mamma was at the convent to tell her that she is to spend the holidays at her auntie's, but when Lucida tells her mamma that Emily Langton would like to spend the holidays with her, Lucida's mamma thinks her little girl should write to her auntie, so that Emily might receive an invitation.
 - T. Why does Lucida write to her cousin instead of to her auntie?
- P. Perhaps she does not like to bother her auntie, and she knows Minnie will arrange it with her mamma.
- T. The letter is addressed to Minnie Stuart, and in the body of the letter Lucida says, "Will you see to this, Laura?" how is this?
- P. Sister, you said that was a mistake, it should be *Minnie*, not *Laura*.
- T. Why would the Sisters not allow Emily to go with Lucida without an invitation?
- P. Because it would not be according to the rules of etiquette, and Emily's mamma would not like to have her little girl sent where she might not be wanted.
 - T. How do you think it ended?
- P. I think Mrs. Stuart wrote to the Sisters to please send Emily with her niece, that Mr. Stuart would call for them, and that they would do all they could to make her stay a pleasant one.
- T. Yes; that is what I think, too; but did Minnie send no answer to Lucida?
- P. O, yes; she wrote to Lucida and told her to be sure to bring Emily, and I am sure she told her all the plans she had made for the holidays.

Correct: 1, Why should it be any one else's business? 2, It is poor work at best. 3, Commence writing. 4, Here, Edgar, divide this between your six companions. 5, Edward and John both came. 6, They are both good boys. 7, Go into that room and bring me out a chair. 8, It is hers; no one else's. 9, Fetch this to Annie. 10, Go to the other room and carry the coal bucket in here. 11, Carry this

pencil to your seat. 12, No one can doubt but you are a diligent child though not a smart one. 13, Gregory is the smartest boy in his class. 14, My letter is complete at last. 15, We continued on writing until six o'clock. 16, I just eat my piece of pie. 17, I am enjoying bad health. 18, We had very healthy food for dinner. 19, Working in the garden is a wholesome employment. 20, We heard how you were coming to our house last night. 21, I doubt if I'll know my lesson. 22, I am most finished my letter, wait! 23, We had such a nice day; the horses went so nicely and the trees and flowers looked too nice for anything. 24, I think Eddy should obey mamma. 25, Did you procure that book at Mr. Fox's? 26, She has a bad headache.

The rules for punctuation, given in the first part of Letter-Writer, should be committed to memory in the Third Grade and familar examples given to illustrate each rule. The punctuation and capitalizing of headings, addresses, salutations, and complimentary closings, should now form the principal points in the criticisms made in children's letters, as it is supposed that the bodies of these letters are such as convey what the writer wished to express. Rule V. in punctuation should be particularly attended to.

A TALK ON THE SONG.

There is a little brown thrush sitting up on a tree, the grammatical questioning runs:

- T. What is sitting up in a tree?
- P. A little brown thrush.
- T. I do not ask now for the size or color of what is on the tree; give me the name alone.
 - P. A thrush.
 - T. What do you call such words as thrush, desk, Charley?
 - P. Name words, or nouns.
 - T. What is the thrush doing?
 - P. He is sitting.
 - T. What do we call words that tell us what objects are doing?
 - P. Action words, or verbs.
 - T. Now, where is the bird sitting?
 - P. Up in a tree.
- T. Words that tell us where, when, why and how actions are per formed are called modifying words, or adverbs.

To tell where an action is performed usually takes more than one word, as: 1, She studies in school. 2, She lives on the hill. 3, She writes in her book. 4, She goes to the city.

T. Lida, can you tell me what kind of a thrush is sitting up in a tree?

P. A little brown thrush.

T. What do we call words which tell the kind of an object we are speaking of?

P. Quality words.

T. Are we speaking of some particular thrush?

P. No, because we say a thrush, not the thrush.

T. Do we call a, an, and the, quality words?

P. No; we call a, an, and the, limiting words.

T. Name other limiting words.

P. This, that, those, these, each, every, either, neither, both, same, all, any, what, and so on.

T. Why do we call these words limiting words?

P. Because they limit the object to which they belong to a certain number.

Some one may object: But would this be a grammar or a reading lesson? Both; for remember the proper time to teach a thing is when the child needs to know it. "The Little Brown Thrush" is the reading lesson, but your questioning has drawn out the language it contains. Let us suppose that instead of calling the attention of the class to Language you wish to make use of this reading lesson to call special attention to the Object spoken of, the questioning would run as follows:

T. Will Willie tell me to what kingdom the thrush belongs?

P. To the Animal Kingdom.

T. Mary, can you give the parts of the thrush?

P. A thrush has a beak, head, body, tail, wings, claws.

T. Why are the heads of most birds pointed?

P. So that they can easily cleave the air.

T. Of what use are wings to birds?

P. They serve as weights to balance the bird.

T. Of what use is the tail of the bird in flying?

P. It keeps the bird light.

T. What can you say of the beaks of birds?

P. The beaks of birds differ; in some it serves as a knife, in others as a chisel; in others again the beak is a long slender probe; in the parrot it is a climbing hook; in the swans, geese and ducks it is a flattened strainer; in the seed-eating birds the beak is a seed-cracker which separates the kernel from the husk.

T. Who can name birds nearly related to the thrush?

P. There are the American wood-thrush, the song thrush of Europe, the English blackbird, the American robin, the American mocking bird and the English nightingale.

T. Which of the ones you have named is noted for its great variety of song?

P. The American mocking bird.

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- T. Can you tell me some instances of this bird's power of imitation?
- P. He whistles like his master calling the dog; he squeals like a hurt chicken; he repeats tunes taught him by his master with wonderful correctness; he quivers like the canary; and imitates other sounds peculiar to the locality of its cage.
 - T. Who can repeat the lines we learned of the mocking bird?
 - P. Soft and low the song began:
 I scarcely caught it as it ran
 Through the melancholy thrill
 Of the plaintive whip-poor-will,
 Through the ringdove's gentle wail,
 Chattering jay and whistling quail,
 Sparrow's twitter, catbird's cry,
 Redbird's whistle, robin's sigh:
 Blackbird, bluebird, swallow, lark,
 Each his native note might mark.

A TALK ON ISABELLA'S LETTER.

We will now take the letter given on page 68 of Part I., and show the way we would treat of it with our class.

- T. What is Isabella's object in writing to her grandma?
- P. To tell her the impression made on her by a trip to the Eastern States.
- T. What does Isabella say her papa and grandma suggested concerning the children's vacation?
- P. That they should be taken to different places, and note the effects made on them by the scenes through which they pass.
- T. Why do you suppose Isabella assures her grandma that she is describing her own feelings?
- P. She must have been afraid that her grandma might think she wrote to please her. I think Isabella's grandma delighted in beautiful scenery too.
- T. What does Isabella mean by saying that her uncle's house is built in the Italian style? How is this style known?
- P. By its peculiar roof, which always projects at the eaves; its great variety of outline against the sky; great contrasts of light and shade, often a lowering campanile boldly contrasting with the horizontal line of roof, only broken by the chimney-tops; the rows of equal-sized, closely-placed windows, the prominent portico, the ofttimes continued arcade, the terraces, and the variously formed out-buildings distinguish the modern Italian style from every other.

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T. What does Isabella mean by the "peculiarities of every tree?" Can you mention any such?

P. The oak is considered one of the grandest and most picturesque of trees. It varies according to age and kind. Some oaks grow to an enormous size and attain a great age. It is only when it attains a considerable size that it shows its true character. Then it is grand, beautiful, majestic; its trunk becomes deeply furrowed and moss-covered.

T. Can you repeat some lines concerning the oak?

P.

"Jove's own tree,

That holds the woods in awful sovereignty; For length of ages lasts his happy reign, And lives of mortal man contend in vain."

-Dryden.

T. Can you mention some celebrated oaks?

P. The Charter Oak, at Hartford, lived to a green old age. There is near the village of Flushing, Long Island, an oak, the circumference of whose trunk is nearly thirty feet, and its majestic head of corresponding dignity.

T. Name some of the varieties of the oak.

P. The white oak, yellow oak, pin oak, willow oak, mossy-cup oak, scarlet oak, black oak, red oak, and the grandest of all, the magnificent live oak. These trees differ in their bark, their leaves, their whole appearance, save that they are nearly all round-headed trees.

T. Isabella speaks of the ash and beech. Who can tell something of these?

P. The ash when young forms a well-rounded head, but when older the branches bend toward the ground and then turn up slightly and gracefully. In autumn it is distinguished from the other trees by the deep brownish purple of its fine mass of foilage. It can be seen for miles around, contrasting beautifully with the bright yellows and red of the maples and oaks, and with the deep green of the pines and cedars.

P. Isabella speaks of the evergreen foliage of those trees; she mentions the pine, the spruce, the fir and the cedar; also the larch, which is not an evergreen, but resembles them in shape and outline.

T. Can you describe the larch?

P. It is a cone-bearing tree belonging to the pine family, though it sheds its leaves annually. The leaves are collected in little bunches, and the branches shoot out from the main stem, in a horizontal or oftener in a declining position. For picturesque beauty the larch is thought

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- T. How does Isabella describe the Lombardy poplar?
- P. Isabella gives this tree as an example of the trees she saw whose heads of foliage were more dense than the evergreens, and differing from them in having upright branches.
 - T. For what is the Lombardy poplar remarkable?
- P. When planted among groups of round-headed trees it gives life, spirit, and variety to the scene. It is a beautiful tree, and in such a situation produces an elegant effect.
 - T. What is said of drooping trees?
- P. Isabella says that they were to her the most pleasing. She names among those trees the birches, the elms, and the weeping willow.
 - T. What does Isabella say of the verdure?
- P. She speaks of its variety, from the pale mellow green of the maples to the darker hues of the oak, ash, or beech; and finally to the somber tint of the evergreen.
- T. Repeat Isabella's description of the boat in which she descended the Hudson; her quoted description of Hyde Park, of the Manor of Livingston, and of the Rennsalaer place.
- T. Repeat the pleasing compliment Isabella pays to her grandma in closing her letter.

Now, though this letter is given in the Fourth Grade, I do not suppose a little girl the average age of our Fourth Grade pupils would be apt to hand in such a letter unless she were assisted in its arrangements; nor do I suppose that a girl of ten or twelve summers would notice all those natural attractions; yet if the pupil has made use of the lessons on Productions given in "The Child's Geography," and of the oral instruction given in the Science Lessons of the Fourth Grade, she could not fail to understand such descriptions, and by reading them with care might write a letter which, with a few corrections, would equal and perhaps surpass Isabella's. The writer of this letter, we would judge to be about sixteen or seventeen years, though with the instructions she must have received from her uncle, Isabella could have done as well as this at the age of twelve or thirteen.

From the knowledge you have derived from Geography and from your Science Lessons, I have a right to expect a good descriptive letter from each one in this class. You will prepare the same for to-morrow, and selecting the best, they shall form our reading lesson. If you do as well in this as you did after our conversation on the letter describing Bay St. Louis, I shall have reason to be very proud of my little girls.

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SPELLING EXERCISES

In the famous passage in Sterne's "Tristam Shandy," which has been pronounced the most musical in our language, nearly all the words are Saxon:

"The accusing spirit that flew up to Heaven's chancery with the oath, blushed as he gave it in, and the recording angel, as he wrote it down, dropped a tear upon the word and blotted it out forever."

Mathews.

ANGLO-SAXON WORDS

	ANGLO-SA	XON WORDS.	
desk	dish	beech	book
girdle	kirtle	haunch	hinge
shell	scale	skiff	ship
tenth	tithe	shirt	skirt
swallow	swill	wine	vine
why	how	kill	quell
beacon	beckon	flee	flitch
thatch	deck	wight	whit
dawn	deal	dight	drag
drill	dub	dwindle	earn
elbow	errand	fare	feather
ferry	flesh	fowl	gaunt
gooseberry	grass	grim	harvest
pageant	pain	quench	rain
rampart	random	rather	reach
ream	reckon	ring	black
wood	weald	dole	deal
hood	ghost	hat	down
abode	acre	acorn	boor
bleach	booth	bury	dune
awkward	wayward	thaw	dew
pound	pond	bleak	
cloth	cleave	begin	mouth
creep	curl	clasp	bargain
moth	ail	butterfly	clock
cope	churn	evil	bet
	gat	ill	hedge
	0	***	

HEBREW WORDS.

amen gehenna	cabala ballalaiah	cherub	ephod
leviathan	hallelujah	hosanna	jubilee
The state of the s	manna	Messiah	sabbath
Satan	seraph	shibboleth	talmud

ARABIC WORDS.

aldebaran	algebra	almanach	azimuth
cypher	nadir	talisman	zenith
zero	chemical	alcohol	alembic
alkali	elixir	amber	antimonium
apricot	arrack	artichoke	camphor
carmine	coffee	cotton	crimson
dey	gazelle	giraffe	henna
jar	jasmine	lake	(lacca)
laudanum	lemon	lime	lute
mattress	mummy	saffron	sherbet
sirup	shrub	sofa	sugar
sumach	tale	tamarind	admiral
alcove	amulet	arsenal	assassin
barbican	caliph	caffre	carat
caravan	divan	dragoman	emir
fakir	harem	hazard	koran
magazine	mamaluke	minaret	monsoon
mosque	mufti	mussulman	nabob
otto	quintal	salaam	scheik
simoon	sirocco	sultan	tarif
vizier			
	DEDCTA	N WORDS	

PERSIAN WORDS.

nzure	bazaar	bezoar	caravanserai
check	chess	dervish	jackal
lilac	nectarine	orange	pagoda

ITALIAN WORDS.

bagatelle	balcony	baldachin	balustrade
bandit	caricature	canto	cameo
bust	burlesque	buffoon	broccoli
bravo	concert	charlatan	casino
casemat e	cartoon	carnival	gazette
cupola	dilettante	ditto	doge
domino	fiasco	filagree	fresco
gondola	gonfalon	grotto	gusto
harlequin	imbroglio	inamorato	influenza
lagoon	lava	lazaretto	macaroni
madonna	malaria	manifesto	maraschino
masquerade	motto	nuncio	opera
oratorio	pantaloon	parapet	pedant
pedantry	pianoforte	piaster	piazza
porcelain	portico	protocal	proviso

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azimuth	-	
	-	
zenith	-	
alembic	-	
antimonium	-	
camphor		
crimson		
henna		
(lacca)		
lute		
sherbet		
sugar		
admiral		
assassin		
carat	-	
emir		
koran		
monsoon		
nabob		
scheik		
tarif		

caravanserai jackal pagoda

balustrade cameo broccoli casino gazette doge fresco gusto influenza macaroni maraschino opera pedant piazza proviso

regatta	rocket	ruffian	scaramouch
sequin	seraglio	serenade	sirocco
sketch	solo	sonnet	stanza
stiletto	stucco	studio	terrace
terracotta	torso	umbrella	vidette
vermicelli	virtuoso	vista	volcano
zany	conversazione	generalissimo	

TURKISH WORDS.

chouse	fez	janisary	odalisque
sash	tulip	xebek	

HINDOSTANEE WORDS.

avatar	banian	bungalow	calico
chintz	cowrie	lac	loot
muslin	punch	rupee	toddy

CHINESE WORDS.

tea (tcha)	bohea	hyson	souchong
junk	hong		

LATIN PREFIXES MOST FREQUENTLY USED.

sud	de	circum	prae
pro	mis		

GERMAN WORDS.

timber	rider	hide	beam
reek	deer	acer	knight
fowl	ivy	death	quick
deal	clean	enough	crikesman
brandschat	iceberg	life-guard	hand-book
word-building	onesided	fatherland	

INDIAN WORDS.

pampas	savannal

WORDS MOSTLY LATIN.

	II O LED O BLOO		
method	methodical	function	numerous
penetrate	penetrable	indignity	savage
scientific	delineation	dimension	idiom
significative	compendious	prolix	figurative
impression	inveigle	metrical	

WORDS RECALLED INTO USE

assay	astound	caitiff	dight
emprise	guise	kaiser	palmer
paragon	paramour	paynim	prowess

trenchant	well	
base	hard	
beguile	bois	
potenate	rese	
swerve	vigi	
	voca	

kin	clownish
d	technial
sterous	lineage
ent	seduce
ilant	unction
ation	jeopardy

barbarous misapplied perseverance shorn unloose

SPANISH WORDS.

alligator
bastinado
cambits
carbonado
commodore
duenna
flotilla
guerilla
jennet
merino
negro
parade
pecadillo
poncho
sarsaparilla
stoccado

armada	armadillo
bolero	bravado
camisado	cannibal
cargo	cigar
creole	desperado
eldorado embar	
gala	grandee
hooker indigo	
junto	maravedi
molasses	mosquito
olio	ombre
paragon	parasol
picaroon	pintado
punctilio	quinine
sherry	soda
strappado	tornado
veranda	caprice
	-

barricade buffalo caracole cochineal don fandango grenade infanta maroon mulatto palaver parroquet platina reformadostampede vanilla

LATIN DIRECT.

innocence
trespass
glory
felicity
equinoxes
syllogism
dactyle
prelude
idyl
trachea
intervals
vestige
aedile
postscript
spectre
remnant
secure

nation
temptation
pasture
omnipotent
chyle
nard
interstice
precepice
heliotrope
spondee
postulates
pantomime
effigy
commentary
query
mummy
granary

firmament
deliver
comfort
precursor
asp
asphalt
philtre
aconite
hellebore
transit
archives
mystagogue
statue
vestibule
audit
indolence
captain

trespasses power convert insects basilisk zephyr expanse balsam vehicle machine adults atoms abyss symbol plaudit temperance tradition

barbarous misapplied perseverance shorn unloose

barricade buffalo caracole cochineal don fandango grenade infanta maroon mulatto palaver parroquet platina reformadostampede

vanilla

trespasses power convert insects basilisk zephyr expanse balsam vehicle machine adults atoms abyss symbol plaudit temperance

tradition

phantasmcoffinregailegaihospitaldigitpagancaptivedemagoguepersecutesuperficieselogies

LATIN THROUGH THE FRENCH.

crown treasure emperor people enemy parish parochial _ chapter capitular sure fidelity species blame garner chieftain treason abysm phantom coffer royal loyal chance balm hotel doit paynim caitiff pursue surface fashion parcel ransom prove abridge dortoir desire feat aim mayor rav poor poison reason orison penance jealous respite frail treat trait

WORDS THAT HAVE COME TO US FROM PROPER NAMES.

chimerical hermetic tantalize herculean protean volcano volcanic dedal mausoleum academy epicure philippic cicerone mithridate hipocras ypocras gentian donat donet lazar lazaretto vernicle pantaloons simony mammet maumet mammetry idolatry dince knot scoganisms aretinisms pasquil pasquinade patch orrerv spencer dahlia fuchsia magnolia camelia tabinet toutine galvanism voltaic nicotine

GENERAL REVIEWS.

FIRST YEAR.

Supply a or an: — inkstand — board; — apron; — oil-can; — book; — old — slate; — book; — clever lad; — humble man; — ocean wave.

Supply with name words meaning one or more than one: —— is mine. —— are playing. —— am coming. —— have come. —— will —— go. Shall —— be sent ——? The ——— sings. There are a —— a —— and an —— in the yard.

Form sentences containing the following words: Leaves, flowers, table, stand, child, pears, oranges, plums, marble, toy, doll and school.

Speak of objects near or on your desk, and of the same objects at a proper distance, using this and that, these and those, in their places: Slate-pencil, lead-pencil, ink-well, copy-book, picture, desk, pen, paper, apron, dress, breast-pin, comb, trimming, shoes, floor, pillar and platform.

1, Why must I learn to write? 2, How shall I begin to learn? 3, Will my first letter be like papa's? 4, What words must I learn to write first? 5, Can I write my own name? 6, My mamma's and papa's? 7, My brothers' and sisters'? 8, How old am I? 9, In which quarter of the First Grade am I? 10, How long have I been at school?

Give the plurals of the following name-words: 1, That is a book.

2, The goose is swimming. 3, The board is covered with writing.

4, This is my slate. 5, That child is studying. 6, This woman lives in St. Louis. 7, The man is poor. 8, The class has recited.

Tell something of the following objects: The book, tree, grass, flower, boy, picture.

Tell who are doing the following actions, and how they are doing them: walking, writing, looking, sitting, standing, listening, learning, talking, teaching, and trying.

Write sentences that will tell that you and two of your companions are performing those actions.

Supply: 1, I attend — school. 2, The school is in ——Street. 3, — is my seat-mate. 4, — wrote the first letter in little book. 5, She lives in — . 6, Jerome lives in — . 7, The fourth letter, First Grade, was written by — to — from — time — . 8, I love my — and my — . 9, I live in — . 10, — is mamma's sister. 11, — is papa's mamma. 12, My — name is Charley. 13, My — name is May. 14, This is the month of — . 15, We live in — . Street. 16, I am grandma's — .

17, My teacher's name is —___. 18, The number of our house is ____. 19, This is the way to begin and end a letter to papa ____.

Correct: 1, He aint my brother. 2, They dont know as well as we do. 3, You was with me. 4, I am real sorry. 5, We have got the new house now. 6, Mary has got the example. 7, The baby is real cute. 8, Papa don't know that I was promoted.

Tell to whom the letters on pages 26 and 27 are written, and what is contained in each letter.

Write sentences containing: write, read, ought, whose, knot, hour, deer, eye, would, and there.

Write your pastor's, your papa's and your teacher's addresses.

SECOND YEAR.

1, What is a margin? 2, What margins are used in writing letters? 3, What is a paragraph margin? 4, When do we begin a new paragraph? 5, What is the width of a paragraph margin? 6, What do you understand by the heading of a letter? 7, What should the heading show? 8, How should we punctuate headings? 9. Where should a heading be placed? 10, How much space should it occupy?

Give the names of the schools, places, writers, and time of writing of the letters on pages 26 and 27, Letter-Writer, Part I.

In what are the 7th and 8th letters of Second Grade alike? Of what does 9th letter, Second Grade, treat?

N. B.—The exercises of the year being principally on irregular verbs, the teacher must invent a variety of means for teaching the same. Direct questions that will draw from the pupils such answers as: You write, you are writing, you were writing, you have been writing, you are about to write, your writing is good, and so on with the other irregular verbs.

Sending a pupil to the board, ask her who is at the board.

- A. I am at the board.
- Q. Can you tell me the same by beginning your answer with it?
 - A. It is I who am at the board.
 - Q. Who sent you there?
 - A. It was you that sent me.
- Q. I will send Mary to the board, now, and you may tell me whom I have sent?
 - A. You have sent Mary and me.
 - Q. Who has answered the questions I have just given?
 - A. I have answered them.

Leaves, flowers, y, doll and school. e same objects at a se, in their places: eture, desk, pen,

es, floor, pillar and

n; — oil-can; —

humble man; -

han one: — is

sings. There are

ve come. -

I begin to learn?
Fords must I learn
My mamma's and
am I? 9, In which
e I been at school?
1, That is a book,
ered with writing.
This woman lives
s recited.

book, tree, grass,

low they are doing istening, learning,

f your companions

the first letter in s in — 7, The from — 1, I live in — ma. 12, My — This is the month grandma's — .

You and Mary may answer me now.

- Q. Mary will you tell me who answered the last question?
- A. Alice and I answered it.
- Q. Who are standing at the board?
- A. Alice and I.
- Q. Whom have I sent to the board?
- A. Alice and me.
- Q. To whom am I now speaking?
- A. You are speaking to us.
- T. Alice, will you give the answer in another way but without using Mary's name?
 - A. You are speaking to her and me.

Selections from lists of various words that we have given may be introduced, and the children told from what language they are derived.

ANGLO-SAXON.

awkward	elbow	truth	swallow	wayward
ghost	fowl	acorn	dish	weald
beckon	vain	bargain	mouth	feather
dew	reach	grass	bury	

LATIN THROUGH THE FRENCH.

captain	coffee	regal	glory	nation	power
machine	statue	poor	comfort	reason	hotel
trespass	poison	penance	chance	fidelity	blame
crown	treasure	people	frail	parochial	royal
sure	chapter	parish	jealous	innocence	

Write the addresses in full of the three persons you know best.

Write a little story about your doll and other playthings.

Supply this, that, these, or those: 1, I do not use — kind of language. 2, — is the sort of apples we have. 3, I cannot write with — sort of pencil.

t question?

r way but without

tive degrees: 1, 1
Irl than her sister.

a — and

6, I have a

7, Emma sings
have ever known.
kind of play is not
and — girl in

nave given may be inguage they are

> wayward weald feather

ion power son hotel lity blame pochial royal

cence

you know best.

ythings.
use — kind of
8, I cannot write

Complete: 1, Every one of us must ——. 2, Each child handed ——. 3, Not one of the girls ——. 4, Neither of them ———.

Form sentences that will tell how the following actions are performed: Walk, ride, sing, eat, talk, write, read, look, speak, recite, act, and drink.

Write five sentences containing the proper form of the first person singular and plural after was, is, were, am, are.

Next require the rules for punctuation belonging to this grade. If the children find it difficult to reproduce the little stories required in this grade, let them write interesting letters which will be of greater value.

Errors in spelling, punctuation, and use of capitals, to be counted against the writer in giving percentage. One or two letters should be written by each pupil for the quarterly examinations, for nothing can be a better test of her knowledge of Language. Their letters can be made real stories.

THIRD YEAR.

Write in order five lines of nouns: 1, Common nouns, 2, Proper nouns. 3, Write ten words in the singular and the same ten in the plural number.

Give the different forms of the following words: String, wring, shine, grind, strive, kneel, fight, dig and spring.

Repeat the rule for the possessive singular and plural of nouns, and write ten sentences applying the same.

The Abbreviations and Rules for Punctuation belonging to this grade should be taught, and the pupils should know how to apply them in every case that occurs.

They contain what we would only repeat. Descriptions stay the pencil of many an experienced writer, and it is not to be wondered at if the child finds his first task difficult.

Supply proper forms of first person: 1, You sent mamma and ——.

2, It was bought for my brother and ——. 3, The bird was sent to

Flora and —. 4, Sarah and —— read it. 5, It belongs to Mollie and ——. 6, Tom and ——— are going to New York.

Give comparative and superlative degrees of the following words:

Long, bright, cold, warm, sour, high, sweet, easy, large, fine.

Correct: 1, Sister learns me how to write. 2, Will I tell you where I live? 3, My little brother don't know how to write. 4, Will I see you to-morrow? 5, Will we go if papa comes? 6, Can I have that book? 7, Can we go home at 3 o'clock? 8, Shall you be at home next Sunday?

Capitalize and punctuate the following: 1, papa and i cannot come tomorrow 2, emma and julia have gone home 3, we are going to new york city and from there to saratoga 4, come to see me sarah if you can 5, oh here is my papa 6, annie will you bring me a new doll 7, is father odonnell back

FOURTH YEAR.

1. Give sentences containing the following words: like, sort, have, been, with, however, certainly, between, among.

2. Write all the quality and describing words to be found in 3rd

and 4th letters of Second Grade.

3. Avoid the repetition of the noun, substitute other subjects in the following: 1, The skates are in the closet; take the skates out for James, and show James how to buckle the skates on James' feet. 2, I am papa's little girl, and I love papa so much. 3, Mamma went to see mamma's sister, and mamma took me with her.

Write six sentences applying Rule 2.

Repeat Rule 8. Repeat Rule 5th. Punctuation and Capitals. Give five examples illustrating the same.

In the 8th letter, Second Grade, quotation marks are used. What rule is followed here?

Show in the same letter where rules 1st, 2nd, 3rd and 4th are applied. Repeat these rules.

Write in full the following abbreviations: A. M., C. O. D., Ala., Cr., e'er, Feb., Mo., ct., etc., doz., Mon., Tues., Wed., Thurs., Fri., Sat.

t belongs to Mollie

e following words:

2, Will I tell you to write. 4, Will s? 6, Can I have all you be at home

apa and i cannot

3, we are going
e to see me sarah
ou bring me a new

ey ____ at the ___ here since last book ____ 7, The cat is __ oush.

words: like, sort,

be found in 3rd

her subjects in the the skates out for James' feet. 2, I amma went to see

on and Capitals.

are used. What

3rd and 4th are

, C. O. D., Als., Wed., Thurs. Copy 6th letter, Second Grade, and write one that you think your mamma would be glad to send.

Do not forget to ask yourself the questions begun on page 5, Letter-Writer.

Write a short story about some of your pets.

N. B.—The diagram should be introduced and lists of nouns, proper, common, singular, plural and possessive. If the class ask any questions which may lead to the introduction of the property of nouns, and to the rules of Syntax applicable to this part of speech, this would be an appropriate time to introduce the same. Teach them from practice, not from memory.

1. What words should be used after look, seem, appear, taste and smell?

2. Write a list of the errors you have heard in connection with the above words.

Give the proper form of who in the following: 1, —— did you see? 2, To —— were you speaking? 3, You gave it to ——? 4, —— came last night? 5, To —— are you speaking? 6, By —— were you sent? 7, —— went with you? 8, Through —— did it come? 9, —— is that child? 10, You are the one —— I mean.

Write ten incorrect sentences and correct same.

When do you use which? that?

Write ten sentences showing the correct use of which, that, who and whom.

What do you mean by the antecedent of a pronoun?

Underline the antecedents in the sentences you have written.

Point out the vowels and consonants in the words that you have written.

Write the possessives of soldiers, deer, Dennis, Charles, children, goodness.

Write the names of some of the principal business firms of your city.

Write a description of three of the pictures in your reader.

N. B.—Letter writing should form the greater portion of the written exercises of this grade. Describing little birthday parties, Christmas holidays, homes of some of the writer's companions; telling of preparations for First Holy Communion, and writing to absent relatives of the occurrences at home, should form the subject of this grade's letters. In this grade, too, special attention should be given to writing letters for others, in which the dictators' own words should be used as far as may be practicable.

Write a brief description of the sassafras tree, the willow tree, the tulip tree, the cypress tree, and the various kinds of grasses.

Give the rules for punctuating the heading of a letter.

How should the address be written?

Give examples illustrating each of the rules for punctuation and Capitals that you have learned.

- 5. Write an order to your mamma's grocer, sending for what would be necessary for a tea-party for yourself and companions.
 - 6. Write an invitation to those who are to attend the same.
 - 7. Write a description of the party to an absent companion.
 - 8. Repeat rules of punctuation from the first to the twentieth.
 - 9. Write sentences exemplifying each rule.
- 10. From the list of abbreviations in your Letter-Writer fill out twenty.
- 11. From twentieth letter, Fourth Grade, arrange in proper columns each of the parts of speech.
- 12. Analyze all the simple sentences in this letter, that is, tell the subject, predicate copula.
- 13. Write a note to some one after the plan of twenty-first letter, Fourth Grade.

FIFTH YEAR.

- 1. From first letter, Fifth Grade, arrange in columns, the present participle, the perfect participle and the compound participle.
 - 2. Arrange in another column the prepositional phrases.
- 3. Now point out the adjective, objective and adverbial elements in the same letter.
 - 4. How do most of the perfect participles end?
 - 5. How is the compound participle formed?
 - 6. Give the ending of the present principle.
 - 7. How may the present participle be used?
- 8. How does the infinitive form of the verb differ from the other forms?
- 9. When the infinitive is used as a noun, what position may it fill in the sentence?
 - 10. When used as a noun how may it be modified?
 - 11. How is it limited?
- 12. Take ten irregular verbs and use the proper form of each with now, to-morrow and yesterday.
 - 13. How many forms has the verb?
 - 14. Name each form.
 - 15. Conjugate the verb "to be" through all the modes and tenses.
 - 16. Give the classes of conjunctions; define the interjection.
 - 17. How are elements divided?

punctuation and

sending for what empanions.

companion.

ter-Writer fill out

in proper columns

er, that is, tell the

twenty-first letter,

lumns, the present articiple.

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iffer from the other

position may it fill

ed?

form of each with

modes and tenses, interjection.

- 19. Write five sentences limiting their subjects; the same number limiting or modifying the predicate; ten limiting or modifying both,
- 19. Give the number and kind of sentences contained in the third paragraph of eleventh letter, Fifth Grade.
- 20. Write out the analysis of the same and parse the nouns and verbs.

SUBJECTS FOR COMPOSITION FOR THE LITTLE FOLKS.

- 1. My first attempt at house-keeping.
- 2. The history of my last doll.
- 3. What were my thoughts on entering our church for the first time.
 - 4. My pets, and why I loved them.
 - 5. Whom and what I like best.
 - 6. My first year at school.
 - 7. My first little party.
 - 8. My relations-who they are and where they live.
- 9. What I learn at school, and the use it will be to me when I am old.
 - 10. How I felt about my first confession.
 - 11. Our home.
 - 12. Our school and class.
 - 13. Rainy days.
 - 14. What I am afraid of.
 - 15. My friends, old and young.
 - 16. My hardest school task.
 - 17. Vacation.
 - 18. What I would like to be.
 - 19. The trees, shrubs, vines, and flowers that I like best, and why.
 - 20. What I know about Language.
- 21. Tell all you can of Longfellow and describe his home. See engraving IX.
- 22. "Baptistery in Canterbury," see engraving X. Describe this building and give its history.
 - 23. "The Poor Orphan Boy,' see engraving XI.
- 24. Relate some of the cures wrought at the "Grotto of Our Lady of Lourdes" See engraving XII.
 - 25 "A Swamp Scene," see engraving XIII.
 - 26. Write story of "Chamois in the Alps," see engraving XIV.
 - 27. "A Railroad Train Ascending the Rigi," see engraving XV.
 - 28. Story of "The Old Beech," see engraving XVI.
- 29. History of the Old Cathedral of St. Louis. See engraving XVII.

- 30. "The Little Missionary," see engraving XVIII.
- 31. Describe the St. Louis and Brooklyn Bridges. St, L. XIX. B., XXVII.
 - 32. "Story about Clouds," see engraving XX.
- Description of "St. Louis Exposition and Music Hall," see engraving XXI.
- 34. "The Schnurbeutel Bridge and Gorge on the Rigi," see engraving XXII. (Give history and location.)
 - 35. "Santa Claus," see engraving XXIII.
- 36. "Centennial Exposition," International Building, see engravng XXIV; Agricultural, XXV.
 - 37. "The Mountains of Switzerland," see engraving XXVI.
 - 38. "A Canal by Moonlight," see engraving XXVIII.
 - 39. "George Washington," see engraving XXIX.
 - 40. "Mount Vernon," see engraving XXX.
 - 41. "Springtime on the Juniata," see engraving XXXI.
 - 42. "In Search of Ostriches," see engraving XXXII.
- 43. "Bingen, Fair Bingen on the Rhine," see engraving XXXIII. Change verses into prose.
- 44. "Burns' Monument," see engraving XXXIV. Tell what you can of the great man buried herein.
 - 45. Tell all you can of the Arctic Sea. See engraving XXXV.

OUTLINES FOR THE LITTLE FOLKS.

THE ORPHAN BOY.

- 1. Tell al! about the picture in your Language Manual.
- 2. What does the poor little fellow seem to have been doing before he went to sleep?
 - 3. Can you see the house in the picture?
 - 4. What do you think of the little boy's face?
 - 5. Can you tell the kind of trees that are in the picture?
- Tell about some rich man, named Mr. L——, whose little son died some days before and who is in great grief over his loss.
- 7. Name the little orphan, tell his story of sorrow, his father's death, his mother's suffering and poverty, his trying to sell the pieces of wood that you see in the bundle in the picture, and how from hunger, cold and weariness he sinks on the steps of the house which turns out to be the home from which Mr. L.'s son has been so recently carried to his last resting place.
- 8. Tell how Mr. L. comes out and starts at seeing the little boy so near the age of his own lost one.
 - 9. What will you have Mr. and Mrs. L. do?
 - 10. How about the orphan's mother?

11. How does your little hero turn out?

Write at least twenty lines for each Language exercise until you have a lovely little story. Children in the Second Grade, Fourth Quarter, should be able to do this, how much better should Third, Fourth and Fifth Grades do?

THE LITTLE MISSIONARY.

- 1. Tell about this little girl as she appears in the picture—her face, eyes and mouth.
 - 2. How is she dressed? What kind of weather does it seem to be?
- 3. Does she look as though she had a kind, good mamma, to care for her?
 - 4. Where do you suppose she is going, and on what business?
- 5. Do you think she has something in her basket for a poor family who have nothing but what some good people bring them?
- 6. Or, perhaps she is going away on the cars, to visit some sick relatives and bring them aid and comfort.
- 7. Maybe she is going home from boarding-school after hearing her mamma is very ill, and she is thinking of all she must do in this case.
- 8. Perhaps her papa has been injured in some railroad accident, and she is on her way to help him and any others who may be with him.
- 9. Tell how she reaches her destination, what happens on the way, whom she meets, what they say, and as many other things as you can think of.

Of course you will make her a dear, good child, loving Jesus in the Sacrament of His Love; Mary, the sweet, spotless Mother of the Divine and the faithful guardian of earth's choicest home, the little cottage at Nazareth.

She must know about these things and use her knowledge among those with whom she is about to mingle.

A CANAL BY MOONLIGHT.

- 1. Let the heroine of this story be Estella Clifford. How she lives in one of the Western States. Give her an aunt and uncle and several little cousins, who live near Pittsburgh, Pa.
 - 2. Tell about the pleasure she enjoys during a summer visit.
- 3. Speak about the beautiful woods, the lovely wild flowers, immense chestnut trees, the berrying parties they had.
- 4. Tell about Mr. Loftis, Estella's uncle, having canal boats to convey the grain to his mill, and how he sometimes took the children out on those beautiful moonlight nights that we have in July and August.
 - 5. Describe the tree as it looks in the picture.
- 6. Tell about the songs they sang, the stories they told, the branches of trees mirrored in the waters, the homes they could see form the boat.

VIII. es. St, L. XIX

Music Hall," see

the Rigi," see

ilding, see engrav-

aving XXVI, XVIII, IX.

ng XXXI, XXXII. ngraving XXXIII.

IV. Tell what you

A CONTRACTOR

graving XXXV.

KS.

Manual. have been doing

e picture?

—, whose little
over his loss.
corrow, his father's
g to sell the pieces
d how from hunger,
se which turns out
recently carried to

eeing the little boy

OUTLINES OF COMPOSITION.

PARIS.

- 1. Number of inhabitants.
- 2. How built.
- 3. Origin of name.
- 4. Give the physical appearance of the country on all sides.
- 5. How are the hills separated?
- 6. Do you know anything in particular about the southern parts of the city?
 - 7. How does the Seine affect the city?
 - 8. How was Paris divided in the Middle Ages?
 - 9. Under whose reign was a new period opened?
 - 10. What was done by Louis XIV., and when did he reign?
- 11. What was done by Louis XVIII., and Charles X.? When, and how long did each reign?
 - 12. Who rendered Paris a modern city?
 - 13. What did the year 1871-'72 do for this city?
 - 14. Describe the Tuesday night, May 23, 1871.
 - 15. Describe Notre Dame Church.
 - 16. The Madeleine.
 - 17. Sainte Genevieve.
 - 18. Saint Eustace.
 - 19. Saint Germain.
- 20. Saint Sulpice and the other churches of importance of which you may know something.
 - 21. What can you say of the Palace of the Tuileries?
- 22. The Palace Royal, Palace of the Institute, Palace of the Elysée Napoleon, Palace of Luxembourg, Palace of Justice and Hotel-de-Ville.
 - 23. Name the principal museums of Paris.
- 24. Describe the Bois de Boulogne; the Champs Elysées; the Garden of the Tuileries; Garden of the Luxembourg; the Park Mon Ceaux.
- 25. In what part of the city was Louis XIV. executed? Was Marie Antoinette executed on the same spot?
 - 26. Describe the Tomb of Napoleon.
 - 27. Say what you can of the Hospitals of Paris.
 - 28. Mention some of the Cemeteries of Paris.
 - 29. How far is Versailles from Paris?
 - 30. Describe St. Cloud.
- 31. Name houses now to be seen which were once occupied by eminent persons.

ON.

on all sides.

ne southern parts

southern parts

i? lid he reign?

arles X.? When,

aportance of which

ileries? ite, Palace of the Justice and Hotel-

amps Elysées; the rg; the Park Mon

. executed? Was

once occupied by

ITALY.

- 1. Locate Italy and give origin of its name.
- 2. How did the treaty of Vienna (1815) affect Italy?
- 3. What did the years 1859-60 do for Italy?
- 4. When was Venetia incorporated with Italy?
- 5. Give length of the coast of Italy.
- 6. Describe the Neapolitan coast.
- 7. Name principal harbors on west line of coast.
- 8. Which are the most important islands along the coast?
- 9. Mention and describe the great mountain system
- 10. Name the two principal rivers of Italy.
- 11. Why were so many canals constructed in the Middle Ages?
- 12. Describe lakes Maggiore, Lugano, Como, Iseo Garda.
- 13. Mention some of the minerals in Italy.
- 14. How is the Animal Kingdom represented there?
- 15. Has Italy a State Religion?
- 16. How does Italy regard the Pope?
- 17. What are the principal main features of Italy?
- 18. Name the principal articles of export.
- 19. How are the Sovereigns of Italy named?
- 20. Describe the Italian Government.
- 21. What can you say of the Language and Literature of Italy?
- 22. Mention its principal productions.

VESUVIUS.

- 1. Locate this burning mountain.
- 2. How does Vesuvius appear from Naples?
- 3. Describe the eruption which began in December, 1631, and lasted till February, 1632.
 - 4. Also that of 1779.
 - 5. Give dates of the eruptions of the present century.
 - 6. What are produced on the slopes of Vesuvius?
 - 7. Of what is the cone of Vesuvius composed?
 - 8. What does Lyell say of the minerals around Vesuvius?
 - 9. What is the height of Vesuvius?
 - 10. Locate the meteorological observatory established 1844.

PITTSBURGH.

- 1. Give its situation.
- 2. Name and describe its principal public buildings, and give their estimated costs.
- 3. Why is Pittsburgh called the "Iron City," and also the Smoky City?"

- 4. What can you say of the facilities for traffic?
- 5. Into how many wards is the city divided?
- 6. Name the principal Charitable Institutions.
- 7. How does Pittsburgh rank among the cities of Pennsylvania?
- 8. Give the population of Pittsburgh.
- 9. What was the cause of the controversy between Pennsylvania and Virginia?

YOSEMITE.

- 1. Locate this great California Wonder.
- 2. Give its general direction.
- 3. Describe its walls.
- 4. What causes the stripes in the light gray?
- 5. How is it reached in winter?
- 6. What is the first object of interest on the right, and how is it formed?
 - 7. Give the effect from the Valley.
 - 8. Describe the Sentinel Rock, Glacier Point.
 - 9. Tell what you can of the Three Brothers; Virgin's Tears Fall.
 - 10. What is the vertical height of the lip of the falls?
- 11. Describe the Royal Arches, Washington Column, Mirror Lake.
 - 12. Do Yosemite and Bridal Veil exist throughout the year?
 - 13. What are the most favorable months for visitors?
 - 14. What can you say of Hetch-Hetchy Valley?
 - 15. For what is the Matiposa Grove noted?
 - 16. Give the orign of the name Yosemite.
 - 17. By what name is it now known to them?
 - 18. In what does the Yosemite surpass all other falls?
 - 19. What caused the appellation White Veil?
 - 20. When were the Falls first visited by whites?

NEW YORK.

- 1. When did the Dutch under Commodore Henderson reach New York?
 - 2. What did they think of the present site of New York?
 - 3. By what names was the Hudson at first known?
 - 4. What did Hudson think this river to be?
- 5. In what particular did the Indians differ from the Dutch of New York?
 - 6. What did the Indians do for the Dutch?
 - 7. What was the standard of weight used by the Dutch?
 - 8. Why was New York named New Netherlands?

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9. Who saw the resemblance?

10. What prevented Argal from seeing the Dutch settlement?

11. Why did Oloffe name that pass, Hell Gate?

12. How far is this strait from New York?

13. How did Oloffe Van Korltardt celebrate his escape from Hei. Gate?

14. How was the name of New Amsterdam received by those gathered together for the purpose of changing the name Mannahata?

15. What disputes arose at the suggestion so necessary that the city should be built according to some plan?

16. Give the opinions of the two contending parties?

17. What did those people next begin to ambition?

18. What were the dreams of Oloffe at this time?

19. What were the consequences of the exploring expeditions?

20. When was Van Twiller appointed General of New Netherlands?

21. Describe the person of Van Twiller according to Irving.

22. What does the same write of his habits?

23. What of his presiding over the council?

24. How were the houses of the higher class constructed?

25. What was the leading passion of the day?

26. Give an account of parlor cleaning in those days.

27. Where did the family usually live?

28. What can you say of the meals of those times?

29. Describe their fashionable parties.

30. Describe the fashion of sweetening at table on those days.

31. What can you say of the propriety of those primitive tea parties?

32. What can you say of the hair dressing of those times?

33. How were the fine ladies of those days attired?

34. The gentlemen?

35. Describe Van Rensselaer.

36. How did Van Twiller take all these assumptions of authority?

37. What does Irving say of the love for talk?

38. What is the origin of the name dumb fish.

39. What caused the name Yankee?

40. How was the name Yankee heard by the New Netherlands?

41. Why is the windmill used in the arms of the city?

42. Who was Stoffel Bromkerhoff?

43. What became of Wilhelmus Kieft?

44. What was the state of affairs when Governor Stuyvesant succeeded to the claim?

45. What movement of Stuyvesant produced the greatest agitation in the community?

46. How did he regard the Yankees?

- 47. What agreement was made in regard to the Yankees?
- 48. What was Irving's opinion of the honesty of Peter?
- 49. What were Peter's ideas of Knighthood?
- 50. Describe the turn-out of the militia at the call of their governor.
- 51. How did his people regard Stuyvesant?
- 52. What did the English promise the Dutch?
- 53. What did the British do on finding Peter would not accept their terms?
 - 54. Did he surrender willingly?
 - 55. Give an account of the retirement of Stuyvesant.
- 56. Who was first governor of New York? Second? Third and Fourth?
- 57. To whom did Charles II. of England give the right to take possession of New Amsterdam and change its name?
 - 58. What happened in 1689 and 1691?
 - 59. When was negro slavery introduced into this State?
 - 60. What society was armed to resist the Stamp Act?
 - 61. What is meant by "Evacuation Day?"
 - 62. Between what dates was New York city the capital of the State?
 - 63. In what year did yellow fever first visit New York?
 - 64. Did it return, and until what date?
 - 65. What took place in 1820?
 - 66. When was the Erie Canal opened?
 - 67. In what year was the great fire in New York?
 - 68. When was the Industrial Exposition opened in the Crystal

Palace?

- 69. When was the first Catholic church built?
- 70. When was the first Free School Society incorporated?
- 71. Who navigated the first steamboat, and in what year?
- 72. When were the first experiments with gas-light made?
- 73. What legislative act was passed in 1849?
- 74. When was the first city railroad built?
- 75. By whom was the original charter of New York granted?
- 76. Name some of its privileges.
- 77. By what was the summer of 1871 made memorable?
- 78. Where is the greater portion of New York situated?
- 79. Give its extreme length from the Battery.
- 80. Give its area in acres.
- 81. How much of this is on Manhattan Island, and how much on the main land?
 - 82. Where is the remainder to be found?
 - 83. Bound New York city.
 - 84. How is Manhattan Island separated from the main land?
 - 85. Which is the more ancient portion of New York?

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- 86. Name the different localities.
- 87. When were the 23d and 24th Wards added to New York?
- 88. What do these contain?
- 89. How does the foreigner approach New York?
- 90. What is said of New York Bay?
- 91. Describe the Battery.
- 92. What great events took place there?
- 93. Why does Broadway receive its name, while so many othestreets are broader than it?
- 94. What is said of this section of the country in regard to mag afficent buildings?
 - 95. What power is in the Bankers' Association?
- 96. Give some of the names that are permanently associated with Wall street.
 - 97. Who was the Great Bear of Wall street?
 - 98. Give a short account of Daniel Drew
 - 99. Give some of the names of those associated with the Erie canal.
 - 100. Say what you can of Commodore Vanderbilt and Jay Gould.
 - 101. Where was Washington's Headquarters?
- 102. What bodies rest in the venerable grave-yard north of Trinity Church?
 - 103. Who built the Astor House?
 - 104. Locate the Post Office.
 - 105. Name some of the Dailies and Weeklies of New York.
 - 106. Say what you can of Broadway and Fifth Avenue.
 - 107. Describe Park Avenue.
- 108. Describe the Tombs, Central Park, Blackwell's, Ward's and Randal's Islands, Hell Gate.
- 109. How does New York city compare with the other cities of America?

ROME.

- 1. Give its population.
- 2. Give situations of best furnished apartments.
- 3. Give names of best streets.
- 4. Say what you can of admission to the Sixtine Chapel.
- 5. Locate modern Rome.
- 6. What can you say of the seven hills of ancient Rome?
- 7. In ancient Rome how was the Tiber crossed?
- 8. Say what you can of these bridges.
- 9. Describe the Piazza del Popolo.
- 10. Name and say what you can of one of the most frequented spots in Rome.
- 11. Give a short sketch of the time of the Kings; the Marmatine Prison.

- 12. Describe the Arch of Titus.
- 13. Describe the Pantheon.
- 14. Describe the Baths.
- 15. Describe the Aqueducts.
- 16. Describe the Palace of the Cæsars.
- 17. Describe the Tomb of Cæcilia Metella.
- 18. What is said of the Obelisks of Rome, of the House of Rienzi, the Basilicas of Rome, beginning with St. Peter's and continuing through the Basilicas outside the walls.
 - 19. Describe the Palaces of Rome; the Fountains.
 - 20. Name the hotels of Rome.
- 21. Say something of the Tarpeian Rock, Coliseum, Trajan's Column, Temple of Esther, the Tarso, the Dying Gladiator, and the Fountain of Egeria.

ST. JOSEPH'S ACADEMY,

SOUTH ST. LOUIS.

- 1. Give the origin of the order of Sisters of St. Joseph.
- 2. Names and circumstances of first Sisters who came to America.
- 3. Growth and prosperity of St. Joseph's Academy.
- 4. Meaning of term "Mother House,"
- 5. Why have pupils of this Academy privileges over those attending our other schools?
 - 6. What States are usually represented in this institution?
 - 7. What is thought of its course of study?
 - 8. What are the peculiar attractions of St. Joseph?
- 9. Why are the pupils of this Academy seldom inmates of the Infirmary?
 - 10. What do visitors usually say of the Library and Museum?
 - 11. In what is St. Joseph's said to excel?
- 12. How far can the eye reach from the observatory of St. Joseph's Academy?
- 13. What improvements have been made within the last quarter of a century?
 - 14. What within the last ten years?
 - 15. What are the chief enjoyments of the children?
 - 16. What their course of study?
- 17. How often may they have callers, and on what occasions are they allowed to go home?
- 18. Why do not parents prefer St. Joseph's Academy to many others?
 - 19. Give the terms for boarders, and those for day pupils.
 - 20. Tell what you like best about St. Joseph's.

REVIEW WORK FOR FOURTH AND FIFTH GRADES.

DEFINITIONS.

Definitions required in Fifth Grade that cannot be found in connection with diagram of Noun and Verb.

Gender distinguishes the sex.

Person distinguishes the speaker, the person spoken to, or the person or thing spoken of.

Number distinguishes one from more than one.

Case shows the relation of Noun or Pronoun to other words.

Voice is a property of the Verb which shows whether the subject acts or is acted upon.

Mode shows the manner in which action, being, or state is expressed.

Tense shows the time.

CLASSES OF COMMON NOUNS.

Class Nouns.—Horse, apple, man, mass, heap, furniture.

Abstract Nouns.—Brightness, softness, cohesion.

Collective Nouns.—Herd, jury, swarm, school, assembly.

Verbal Nouns.—Singing, standing, seeming.

ELEMENTS OF A SENTENCE.

Principal Elements.

The Subject is that of which something is said.

The Predicate is that which is said of the subject.

The Copula joins the subject to the predicate.

Subordinate Elements.

The Objective element is a word or group of words, which completes the meaning of the transitive verb in the active voice.

The Adjective element is a word or group of words, which modify a noun or any expression of a noun.

The Adverbial element is a word or group of words, which modifies a verb, adjective, or another verb.

An element of the 1st class is a single word; as, Take this book. (ohj.) Ripe (adj.) apples. Very (adv.) good.

An element of the 2nd class is a preposition and its object, or an infinitive; as, A love of display (adj.). We came to die (adv.)

An element of the 3rd class is a clause; as, The man whom you saw is my father (adj.).

For further explanation of elements, for models of analysis and parsing, taken from various authors, see Teacher's Edition. Here are also given full explanations of the participle and infinitive.

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RULES OF SYNTAX .- According to Harvey, Page 171.

RULE I .- The subject of a proposition is in the nominative case.

Rule II.—A noun or a pronoun, used as the predicate of a proposition, is in the nominative case.

Rule III.—A noun or pronoun, used to limit the meaning of a noun denoting a different person or thing, is in the possessive case.

RULE IV .- A noun or pronoun, used to limit the meaning of a noun or pronoun denoting the same person or thing, is in the same case.

Rule V.—A noun or pronoun, used independently, is in the absolute case.

Rule VI.—The object of a transitive verb, in the active voice, or of its participles, is in the objective case.

Rule VII.—The object of a preposition is in the objective case.

Rule VIII.—Nouns denoting time, distance, measure, or value, after verbs and adjectives, are in the objective case without a governing word.

RULE IX.—Pronouns must agree with their antecedents in person, gender and number.

Rule X.—A pronoun, with two or more antecedents in the singular, connected by and, must be plural.

Rule XI.—A pronoun with two or more antecedents in the singular, connected by or or nor, must be singular.

Rule XII.—An adjective or participle belongs to some noun or pronoun.

Rule XIII.—A verb must agree with its subject in person and number.

RULE XIV.—A verb, with two or more subjects in the singular, connected by and, must be plural.

Rule XV.—A verb, with two or more subjects in the singular, connected by or or nor, must be singular.

The remaining seven will not be required from children in these grades.

ar, Page 171.

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CHRIST BLESSES THE CHILDREN.

[1st Letter, 3d Grade.]

ST. JOSEPH'S ACADEMY, Flushing, L. I., Dec. 20, 1885.

ADDRESS. MINNIE STEWART. No. 356 Vesev St., N. Y. City.

> SALUTATION. My Dear Cousin -

> > BODY OF LETTER.

Mamma was here this morning and says she promised auntie that I might go to New York for the holidays. A little friend of mine, Emily Langton, is most anxious to see your great city, and mamma says she knows auntie would be glad to have my little companion accompany me. Will you see to this, Laura, for I would not think of asking Emily without hearing from auntie, nor would the Sisters allow her to go with me unless she were invited? Let me know to-morrow, so that we may be ready when uncle comes for us Wednesday.

I am so delighted with my prospects for Christmas that I can think of nothing else-so soon to see you all, and to be with you a whole week.

With love to auntie, uncle Paul and your dear self,

COMPLIMENTARY CLOSING. As always, your loving

LUCIDA.

[2D LETTER, 3D GRADE.]

CARONDELET, Mo.

My Dear Uncle John -The other boys are writing to either of their parents, but it looks strange to write a letter to your father or mother and meet them at home a short time after. It is examination, though, and we must write to some one, so as you are nearly a thousand miles away I will write my letter to you, and if it be good, Sister says I may send it.

You are my godfather, so you know I will be ten years old next month. I am now in the fourth quarter of the Third Grade, and if I pass this examination I shall be promoted next week. I do not attend school very regularly, because I am often sick, but I practice writing and reading at home, and papa has me to write letters for him, sometimes just to keep me up to my class. Sister says I would be nearly through the Fourth Grade now if I were not absent so much. We write a great deal in school. We use three exercise books: one for Object and General Lessons, one for Spelling and Definitions, and the third for Letters and Language Lessons.

If you answer this letter, I shall send you another and tell you all about home.

Your loving nephew,

BERNIE.

[3D LETTER, 3D GRADE.]

BAYSIDE, L. I., Dec. 15, 1885.

My Dear Grandpa-I know you will be glad to hear that I have been to confession. It was very hard at first, LANGUAGE MANUAL.

I am so delighted with my prospects for Christmas that I can think of nothing else-so soon to see you all, and to be with you a whole week.

With love to auntie, uncle Paul and your dear self,

\$100000 Upon the Active Con. Companies.

for Letters and Language Lessons.

If you answer this letter, I shall send you another and tell you all about home.

Your loving nephew,

BERNIE.

[3D LETTER, 3D GRADE.] BAYSIDE, L. I., Dec. 15, 1885. Mr. Deny Grandon-I know you will be glad to hear

LETTER WRITER.

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but Father Howard was so kind that now I could go every day.

You know, grandpa, I am eight years old, and I have been at school two years. The first year mamma sent me to the public school, but when Father Howard spoke to her about having me prepare for confession, mamma thought the Sisters were the best to instruct me. I am trying to be very good, so that in three years I may be ready to make my first communion.

Papa has not come back from Michigan yet; he is enjoying very good health there, and may remain for the summer. We miss him, but mamma says we ought to be glad that he is so well.

Maria is at school now, and is pleased with every thing there. Mamma is very anxious to hear from you, for she is afraid the cold weather may bring back the rheumatism. When you are able, mamma hopes you will come to see her, your little Maria, and

Your dear namesake and grandchild,

PAUL.

[4TH LETTER, 3D GRADE.]

ST. JOSEPH'S ASYLUM, St. Louis, Sept. 8, 1885.

My Darling Papa-I have been here since last Thursday. Auntie came with me, and told Mother Felicity all about mamma's death, and how sad our home was since God took our dear mother.

There are a great number of boys here, some have their mothers, some their fathers, to come to see them, and five of the boys have both parents. The Sisters are very good and kind to the boys, and Mother Felicity does all she can to keep us from being lonely. I wish you could see her, papa; she is a tall Sister, with great black eyes and a long face. Sometimes we think she looks cross, but when she smiles and says: "Poor boy has no mother," it makes us love her just as we would our own mother. She is around with us most of the time and often gives us cake and candy, and sometimes pretty playthings.

I hope you will come to see me soon, dear papa. I pray every day for mamma's soul, that God may take her to heaven. I am sure He will for she was so good.

Good-bye, dear papa. Come soon to

Your little

WILLIE.

[5TH LETTER, 3D GRADE.]

ST. JOHN'S CONVENT, PHILADELPHIA, April 4, 1885.

Dear Maria-I cried so to-day and vesterday that mamma said if I bothered her any more she would have to send for you. I know you wish to spend a whole month at auntie's, and Julia says it is very selfish in me to want you back when you expect such a good time.

I do not mind so much during the day, but when night comes it seems so lonely not to have my own dear sister

85

Poor little birdie misses you too; he does not sing half so well as when you were home. I know mamma is just as lonely as can be, but she does not tell every one she wishes you were home again, as I do. Then you know, dear Maria, that I am your pet sister, and I love you so much, and do want you to come back.

Your lonely little sister,

AGGIE.

[6TH LETTER, 3D GRADE.]

TORONTO, C. W., Aug. 15, 1885.

My Dear Auntie—Mamma received your letter yesterday, and as she is quite sick, she wishes me to answer it. Mamma went to the lecture last Thursday night, and the doctor thinks she took cold there, for she has not been well since.

When your letter reached her, papa thought it better to write to you that mamma could not go, but mamma thinks she will be able to start Sunday, because she does not want any one else to be baby's godmother. Papa will go with her, but he must come back Sunday night. I hope the baby's name will be pretty, and be that of a great saint. Papa, Joseph, Regina and myself are very well, and send you all much love. Mamma is sleeping now, and as the letter-carrier will be around in a little while, I must put this into the box.

DETIFIC WITHER.

Good-bye, dear auntie; give my love to cousins Clare, Josie, Agnes and Lida; accept a kiss for your dear self and Uncle Will. From your loving niece,

LIZZIE.

[7TH LETTER, 3D GRADE.]

ST PAUL, MINN., Nov. 21, 1885

My Dear Papa —You have been away from home nearly two weeks now; the girls have written to you several times, and they think I am a very ungrateful and unloving boy not to have sent you an account of myself before this. I hope you do not agree with them, for I am sure I miss you as much, if not more, than any of the girls; so, too, does Robbie; though he never says a word, only looks out to the front gate and says with his big blue eyes "O, dear! I wish papa were home; I am so lonely." We miss you at meal time, most of all; every one seems to be looking for something he can not have. We shall all be glad when your business will bring you home again; I suppose we may look for you a week from Thursday.

I have been at school every day, and I am very anxious about the February examination. Sister says I do better in Object and General Lessons, than any one in my class. From you I have learned the names of the trees, shrubs, and many of the flowers, also their average heights; all this helps me in those lessons.

Now, dear papa, come home soon to

Your affectionate son,

CHARLEY.

LANGUAGE MANUAL.

thinks she will be able to start Sunday, because she does not want any one else to be baby's godmother. Papa will go with her, but he must come back Sunday night. I hope the baby's name will be pretty, and be that of a great saint. Papa, Joseph, Regina and myself are very well, and send you all much love. Mamma is sleeping now, and as the letter-carrier will be around in a little

anxious about the February examination. Sister says I do better in Object and General Lessons, than any one in my class. From you I have learned the names of the trees, shrubs, and many of the flowers, also their average heights; all this helps me in those lessons.

Now, dear papa, come home soon to Your affectionate son, Channer

LETTER WRITER.

37

CATHOLIC CHILD'S

36

[STH LETTER, 3D GRADE.]

St. Vincent's Asylum, St. Louis, July 2, 1885.

My Own Dear Mamma—I was very much disappointed yesterday when the day passed and you did not come. I hope you are not sick, or that nothing has happened, but I shall be uneasy until I hear from you.

I am very well, dear mamma, and sister says I am doing well in my lessons; my mending was among the best done yesterday. I know you will be pleased to hear this. I am trying to improve my time and to do all that the Sisters tell me. Sometimes when I think of the pleasant home we had before papa died; of our little baby sister, dead too; of poor Harry so far away from us, and of you, dear mamma, working so hard to bring us together again, I become very lonely and I cry until I am sick.

. Sister says this is wrong, but it seems to me I cannot help it. Of course God knows best, and if we pray He will take papa to heaven where everyone is so happy.

If you cannot come to see me, mamma, write some word, for I must know soon how you are.

Your loving little,

CLARE.

[9TH LETTER, 3D GRADE,]

St. Joseph's Convent,

WHEELING, W. VA., August 20, 1885.

My Dear Grandma—Papa was called to New York this morning, where he will be obliged to remain two

weeks. As he was taking a cup of coffee before starting, he sent for me and said: "Rose, write to grandma at once; tell her I have gone, and how sorry I am that I could not see her; a telegram came last night and I cannot delay a moment. Enclose this, and Frank will see that your letter is registered. Tell grandpa to take good care of papa's dear old mother, and not to let her go to mass on wet mornings. Take Grace to Milburry on Saturday, and Sunday, after mass, Frank will drive there, so that he can take you all to the springs in the afternoon. The ride will do grandma good, and she will be glad to have my little ones with her. She will have a letter from me Sunday morning, God willing, and you must read it for her, and then answer it."

See, grandma, I give papa's own words. I am so glad I shall see you soon, and we all hope that you are as well as can be expected.

Receive papa's warmest embrace, mamma's best wishes, a kiss from each of the little ones, and a heart full of love from me. Your dear grandchild,

Rose

[10TH LETTER, 3D GRADE.]

St. Joseph's Convent,

Canandaigua, N. Y., Sept. 15, 1885.

My Cherished Teacher—I have written letters several times to papa and mamma, and as I owe you the most gratitude next to them, I shall send this letter to you. My parents think I have improved more this year than ever before in the same length of time. They are very

89

At first I thought I could never remember those scientific terms, but having them written in my exercise book is such a help to me. It is a great pleasure for me to come to school when every one is so studious, and our dear Sister is pleased with us. I think I should feel lost now were I to go anywhere else, or have any other Sister take your place.

I like our instruction hour best of all. Every night I try to repeat the stories you tell us, and papa says he was never told such interesting things when he went to school.

Now, this is only a little girl's letter, and you will not expect much in it. I am very thankful for all your kindness, and hope the good God will reward you.

Your grateful pupil,
EDITH.

[11th Letter, 3d Grade.]

PHILADELPHIA, PENN., May 3, 1885.

Mr. J. C.	Stuart,		В	oug	ght	of		EL		& Morey,
25 pounds	Coffee Sugar	r		•		-		-		.10
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7 gallons	Molasses	-	-		-				(a)	.50
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30 "	Bleached Sh	irtin	g		-		=		@	.15
6 skeins	Sewing Silk			-		-		-	@	.05
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[12th Letter, 3d Grade.]
Flushing, L. I., June 25, 1885.

Dear Uncle John—Papa asks me to write to you, as he is called off sooner than he expected. He says it is all right about the horse. Keep Charley as long as you need

him. Papa will write to you from New York, and if he can, will run up to your place before he comes home.

Mr. Logan did not call. Mr. Williams is still unable to leave his room, but the doctor says he will be all right soon. Mamma is well and sends love; so do the girls. Ed. is too busy with the book you sent him to think of anything else. Come to see us soon.

Your nephew,

RALPH.

[13TH LETTER, 3D GRADE.]

Buffalo, N. Y., Oct. 15, 1885.

MRS. WM. GRADY,

Bought of JOHNSON & SON,

7	yds.	Broadcloth	n, -			-	@ \$3	60	\$25	20
9	66	Satinet,	-		-		@ 1	50	13	50
6	"	Flannel,	-		-	-	@	75	4	50
5	44	Bleached	Muslin,	,	-		@	12		60
30	"	Merrimac	Calico,	•		•	@	$12\tfrac{1}{2}$	3	75
									\$47	55

Received payment,

Johnson & Son, By John Franklin. LANGUAGE MANUAL

-	37.37	I. H. Tea		-		-			(a)	.621
28		Mackerel	-		-		-		(a)	.072
7	gallons	Molasses	-	-			7.0		(a)	.50
4.6	yards	Sheeting					_		200	.08
30		Bleached S	hirt	ing		123	-		(a)	.15
6	skeins	Sewing Sill	c		_					.05
٤	dozen	Buttons		17.		-	134		(a)	.20
	Ch. g	'd in acc't,						Tr.	LOWN	990 54
			-		-			2.53	LOWN	Was Kenne

	9	E. C.	Satinet,	**-	-	-	0	* **	Taran navar
I	6		Flannel,	-	-	-	@	1 50	13 50
ı	5	44	Bleached	Muslin,		1	@	12	4 50
l	30	6.6	Merrimac	Calico,	-	-	@	124	3 75
			Received p	ayment,					\$47 55
						John	BON &	SON,	

40

CATHOLIC CHILD'S

[14TH LETTER, 3D GRADE.]

MR. J. STAED :

Will you please send mamma the following groceries:

10 fbs. Crushed Sugar (light brown). 8 " Green Tea (same as sent before).

1 Ham (about 12 or 15 fbs.)

3 doz. Eggs.

5 fbs. your best butter.

By sending, at your earliest convenience,

You will greatly oblige,

925 Collins Street.

MRS. JOHN RYAN.

[15TH LETTER, 3D GRADE.]

St. Genevieve, Dec. 15, 1885.

MR. B. HERDER.

No. 17 S. Fifth Street.

Mr. McWilliams called at your store a week ago and priced some church articles. He asked you to set aside some which he thought of taking; those he now wishes sent to REV. P. LAMBERT,

Pastor, St. John's Church, Send bill of same to

Hannibal, Mo.

J. J. McWilliams,

St. Genevieve, Mo.

[16TH LETTER, 3D GRADE.]

St. Anthony's Falls, Minn., Nov. 21, 1885. Darling Papa-How I wish that instead of writing I could put my arms around your neck and kiss you again

LETTER WRITER.

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and again. O, papa, I am so happy to-day, so very happy! Why are you not home so that I could share with you.

You know, dear papa, how much I dreaded going to confession. Well, it is over now, and I was somewhat ashamed when I saw such very little children about to perform a duty that seemed so hard to me. If I had been living in the city all the time I should not have waited until I am 10 years old to make my First Confession. As soon as I had finished saying the prayers given me as penance, I thought of you, and wished you were home so that I could tell you how very happy I am now. I shall go into the First Communion Class next month, and if I do as well as Sister hopes, I shall be allowed to make my First Communion next May. Then, papa, you must be home, because that day is to be the happiest of my life, and how could it be if my papa were not in the church to see his little girl receive Our Lord the first time?

I shall watch for you Saturday evening. Until then, pray, dear papa, for Your own little

MARY.



The Memorare.



EMEMBER, O MOST PIOUS AND COMPASSIONATE VIRGIN MARY, THAT NO ONE EVER HAD RECOURSE TO THY PROTECTION, SOLICITED THY AID OR MEDIATION WITHOUT OBTAINING RELIEF. CONFIDING THEN IN THY INFINITE GOODNESS AND MERCY, I CAST MYSELF AT THY SACRED FEET AND DO MOST HUMBLY SUPPLICATE TO TAKE UPON THYSELF THE CARE OF MY ETERNAL SALVATION. OH, LET IT NOT BE SAID, MY DEAREST MOTHER, THAT I HAVE PERISHED AT THY SACRED FEET, WHERE NO ONE EVER FOUND BUT MERCY, GRACE AND SALVATION, BUT HEAR ME WITH A MOTHER'S HEART AND GRANT ME WHAT I ASK!

NOTE TO PUPILS.—Write a story about the efficacy of this beautiful prayer.







THE ANGEL GUARDIAN.

CITED THY AID OR
IN THY INFINITE
EET AND DO MOST
MY ETERNAL SALHAVE PERISHED AT
Y, GRACE AND SALME WHAT I ASK!

utiful prayer.



44

1st Letter, 4th Grade.]

ST. JOSEPH'S ACADEMY, CARONDELET.

My Own Dear Grandma-I was so disappointed when mamma came last night and I did not see you with her. I prayed earnestly that you might be able to travel, but Sister tried to console me by telling me God willed things just as they are, so that you might see what a good description of the morning I could write. As I want to be very happy on the day of my First Communion, I managed to convince myself that all is for the best, and now (3 o'clock), I am writing to you instead of sitting on the little stool at your feet, where I could see how interesting and how pleased you were with your little Josie's recital.

Well, dear grandma, you know what a beautiful chapel we have here, and to-day it is arranged as I think dear grandma would decorate it herself-all natural flowers, geraniums, pansies, roses, lilies and leaves of every description. Hanging baskets filled with begonias, forget-menots, lilies of the valley, and three or four different vines are placed in the high alabaster vases; the grand candlesticks hold candles ornamented as ours, and like them, except in size. The sanctuary carpet is uncovered, so also are the chairs; they appear more elegant to-day than ever before. The velvet carpet covers the aisle, and everything in the body of the chapel is rubbed up to the finest polish.

The boarders, numbering about sixty, and carrying the banners of different sodalities marched in front of the fifteen communicants, but in the chapel they separated, so that we passed between the ranks. Sister played as we entered, and then the solemn high mass began. We knelt on the sanctuary steps to receive Holy Communion, conducted there by four little "angels." While we were receiving, the Sisters sang a beautiful hymn to the Blessed Sacrament, and everything was so solemn that mamma says she cried until mass was over.

My dress fits very well and my shoes too. Mamma will bring my veil home so that you can see it, and I shall send my candle to you. This is telling you only how things look. But, oh, dear grandma, I can never tell you how happy I felt-such a sweet, quiet happiness! When I thought of you, I could not help wishing you were here, but then I put that out of my mind and asked Jesus to to give you everything you need. I told him how good you always are to me, and how much I long to do everything I can for you.

I suppose I cannot see you now before the Christmas holidays. I am trying to learn to read well, so that when your eyes ache I can finish your reading for you.

Good-bye, dear grandma. I shall pray for you every day, and I know you will always love

Your own little

Josie.

[2D LETTER, 4TH GRADE.]

WESTON, Mo., May 16, 1885.

My Dearest Harry-I know you will be glad to receive a letter written by your little sister on the day of her

are placed in the high alabaster vases; the grand candlesticks hold candles ornamented as ours, and like them. except in size. The sauctuary carpet is uncovered, so also are the chairs; they appear more elegant to-day than ever before. The velvet carpet covers the aisle, and everything in the body of the chapel is rubbed up to the The boarders, numbering about sixty, and carrying the

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> I 2D LETTER, 4TH GRADE.7 WESTON, Mo., May 16, 1885.

My Dearest Harry-I know you will be glad to receive

DALHUMU UMMED B

tasks in catechism very difficult, and for a long time I was inattentive to the instructions. I know now that this was annoying to the Sister, and yet she was always so very patient. I told all this to our dear Lord this morning; I begged his forgiveness and implored Him to keep

me from being troublesome to anyone hereafter.

Have you heard from papa? He has not written to me since last June, and I am very anxious to know where and how he is. If mamma had lived, papa would not be away from his children as he is now. I offered my Holy Communion for him and asked God to give him all he needs to make him a good Catholic. Poor papa has had so much trouble!

I shall be ready to go home in two weeks, and then shall leave nothing undone to be everything that my dear aunt Mary wishes.

In this way you will be repaid for your goodness to Your motherless niece,

ANNE.

[4TH LETTER, 4TH GRADE.]

DAY OF MY FIRST COMMUNION, Buffalo, N. Y., June 20, 1885.

Dear Uncle Bernard-I have often asked my mother to allow me to write to you, but she always answered that I must wait until I made my First Communion, and on that day she would tell me a secret about you. This morning, as she kissed me before I went to the schoolroom, she said, "Bernie, I shall tell you that secret when

First Communion. I shall never be able to tell the sweet

joy I feel-but you remember your own First Communion, and from that can imagine my happiness.

Sixty of us received Holy Communion to-day for the first time. The church was decorated beautifully; the grand organ sounded forth a sweet march as we entered, and when we knelt the choir sang, "Jesus, the Only Thought of Thee." Everything was so still around the church that we could not help praying fervently. My only distraction was wishing Harry were with me. I prayed for you the first after I received the Blessed Sacrament, and I am sure the dear Jesus, who deigned to enter my heart, will give my big brother all I asked for him. In two weeks we shall have the yearly mass for papa. I wonder if he knows I made my First Communion to-day? I prayed for him fervently during my thanksgiving. How good he must have been, for mamma never tires praising him.

All at home send love, and I send the joy and happiness that is in my heart.

> Your affectionate sister. AGNES.

[3D LETTER, 4TH GRADE.]

SULPHUR SPRINGS, MISS., March 25, 1885.

My Dear Aunt Mary-The day of my First Communion has come at last, and I am now enjoying all the happiness you have so often promised me. The Sisters have been very kind to me, dear auntie; I do not think I can express my thanks to them. I found learning my

you come back. In the meantime, while Jesus is resting in your heart, you will pray fervently for my intention. Will you offer this, your First Communion, for your uncle Bernard? Tell the good Jesus He knows all; and beg Him to grant mamma's daily prayer." I did offer my Holy Communion for you, and I have heard the secret. Perhaps you will not be pleased that mamma should have told me, but I love you now more than ever, for I know what a great, noble man you must be. But will you always remain so displeased with grandpa that you cannot forgive him? It was very bad to be treated so harshly when you are innocent; but, uncle, maybe God wants you to be a great saint likes those we read of; or better, perhaps, He wished to treat you as He allowed His own dear Son to be treated. If you would only come to see grandpa-just think, uncle Bernard, you are his only son, and were he to see you again he would almost die of joy. Mamma says grandpa is living for this; and he is sure God will send you back before he dies. If you do not come home before I finish going to school, I shall ask mamma to allow me to spend my first earnings in going to where you are. I have always loved you, uncle, but now you are dearer than ever to me, and I shall write to you every week, whether you answer my letters or not.

I have been attending the Sisters' school for five years, but now that I have made my First Communion, and am in my thirteenth year, the Sisters advise me to go to a college conducted by some religious order. Mamma does not like to have me leave home so young, and I shall miss

her tender care; still, I must go some time, for papa will never allow me to attend the public school.

When you write, dear uncle, will you tell me what you think I ought to do? Of course mamma will be pleased with whatever you advise.

I shall watch for a letter from you, and when it comes you may be sure no boy in Buffalo will be prouder than, Your affectionate namesake,

BERNARD M. LEE.

[5TH LETTER, 4TH GRADE.]

Sister is holding my hand while I write "Happy Christmas" to my dear papa and mamma.

From their little

[6TH LETTER, 4TH GRADE.]

Merry Christmas! papa and mamma. I hope Santa Claus will bring you all you want, and not forget my new sled. Will wants a pair of skates, and Lulu says she must have a new doll. I want to go to grandpa's Christmas, because he always gives me money. I know what I shall buy then.

I am sure there will be something on the tree for LITTLE FREDDY.

[7TH LETTER, 4TH GRADE.]

A MERRY CHRISTMAS AND A HAPPY NEW YEAR TO THE LOVED ONES AT HOME!

I have just made my First Confession and I feel very

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LANGUAGE MANUAL

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[7th Letter, 4th Grade.]

A MERRY CHRISTMAS AND A HAPPY NEW YEAR
TO THE LOVED ONES AT HOME!

LETTER WRITER.

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CATHOLIC CHILD'S

happy. I shall try to be very good, and I hope the Infant Jesus will give me what I want for papa, mamma and all my brothers and sisters.

We are writing Christmas letters, and Sister says we may begin like the letter on the board, but each one must say just what she wants to say. I hope the Infant Jesus will bless papa, mamma and all of us.

Your little Emma.

[8TH LETTER, 4TH GRADE.]

Соновя, N. Y., December 19, 1885.

Dear Uncle and Aunt—As usual, I am mamma's little letter writer, and will write just what she says: "Tell uncle and auntie that I received their last letter some time ago, but as it was so near Christmas I waited to send them 'the box.' The watch-chain, made of father's and mother's hair, is for my dear sister; the smoking-cap and slippers for Joseph; the 'Following of Christ' is marked for him also. The 'Mental Album' is Mary's, from her uncle; the breast-pin and ring are my presents to her. The 'Book of Travels' is for Alfred, and the doll for my baby-niece.

"Tell Aunt Alice that I have not heard from our brother since I wrote her last, and if she has received any word from him to let me know. I am anxious to hear how Alfred is doing at college. Should everything be satisfactory there, I shall send Richard after the holidays. I hope auntie and uncle will be here as usual for the anniversary mass offered for our dear parents, and that little

Lora will be well enough to come with them. Of course the others will be at school, and I would not have them lose a day of that precious time. Now, my child, you may say something for yourself."

What can I say, except that I wish you a very happy Christmas. I know Blanche, Edward and Lilly will receive a great number of presents, and this will make them happy. The baby will be delighted with the tree, and, Auntie and uncle, you cannot but be happy, seeing the little ones having such a joyful time.

Accept love and the best wishes of the season from papa, mamma, Richard, and

Your fond niece,

LouisA.

[9TH LETTER, 4TH GRADE.]

ACADEMY St. Francis de Sales, Ste. Genevieve, Mo., December 21, 1885.

My Dear Beloved Parents—The approach of the great birthday, so universally celebrated, gives me the fourth opportunity of writing you a Christmas letter.

Many of my school companions seem to consider it a difficult task to go through the formalities of this duty; but to prevent myself from a like feeling, I shall write this just as though I were saying the words, rather than writing them:

What a truly happy time Christmas always is at our dear home. With papa and mamma repeatedly there, the children loaded with the choicest gifts, uncles and aunties often visiting us at this season, bringing with them dear

LETTER WRITING.

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feast without the dear ones who make it so happy? But it is foolish to be dreading clouds when our sky is so clear.

Among the many gifts our dear parents bestow on us, there are none we prize more highly than our Christmas presents. I think this is very reasonable, for I have often noticed how much papa and mamma plan to know what to get for the little ones. I have all my Christmas presents yet, and shall keep them, unless some of my brothers and sisters should ask for them. When I look at these gifts, and think of the love our dear parents must have for their children, I wonder if we can ever repay them. I imagine I hear you saying: "Yes, darling; be good, be obedient, and serve your dear Heavenly Father, who has given us to one another. This will reward us here and hereafter."

We will try, dear parents; indeed we will. Freddy and I shall offer our holy communion for you, and George, Katy and little Nell have told over and over again all they intend to ask the Infant Jesus for dear papa and mamma. As God listens to the prayers of innocent children, I am sure the little ones will obtain all they ask.

Wishing you again and again a very happy Christmas, and all blessings for the coming new year,

I remain, dear papa and mamma,
Your loving little girl,
VIOLET.

[10TH LETTER, 4TH GRADE.]

STE. GENEVIEVE, Mo., Christmas Eve.

Dear Mother—I know I am a "great rough boy," as the girls say, but I love you as much as they do; and, though my letter may not be trimmed up as fine as theirs, it will tell you that next year I shall try not to give you any trouble, and to do all I can to help you.

Papa promised to pay me for all the "chores" I do, and with that money I can get you a nice birthday gift. I am sorry for all the trouble I have given you, and I hope you will pardon me. I will try not to be so rough with the girls.

This does not sound like a Christmas letter, but I know it will make my mother happy, and that is what I wish her—a happy Christmas! Your loving son,

SAM.

[11TH LETTER, 4TH GRADE.]

MONDAY MORNING.

My Dear Lida—Mamma has concluded to give me the Christmas party I have been waiting for so long, and you know I can do nothing without the aid of my dear classmate. Ask your dear, kind mother to allow you to spend Wednesday and Thursday with me. Papa will send the buggy for you, should your answer be favorable.

We shall have all the enjoyment we can wish, and your attendance on the occasion will be another great kindness done.

Your devoted classmate,

1460 Clark avenue, St. Louis.

NETTY.

LANGUAGE MANUAL.

know I can do nothing without the aid of my dear class

innocent children, I am I remain, dear papa and mamma, Your leving little girl.

Katy and little Nell have told over and over again all they intend to ask the Infant Jesus for dear papa and mamma. Wishing you again and again a very happy Christmas, and all blessings for the coming new year, Harry Cimolal

YOUNG SANTA CLAUS.

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ST. LAWRENCE'S SCHOOL. TROY, August 28, 1885.

My Dearest Mamma-Enclosed you will find ten dollars (\$10), which I have earned by going errands for Mr. Long. I am very happy to have this to give you, and I know it will please you, because it is my first earnings. Next year I hope to be able to do a great deal for you. I wish I were a man, so that you would not have to work any more. I am sure God will make your Christmas happy, because you are so good.

Pray, dear mother, for Your son, JOHNNY.

[13TH LETTER, 4TH GRADE.]

ST. BRIDGET'S ASYLUM, St. Louis, Mo., December 18, 1885.

My Own Constance-I have been crying all day, and even now the tears are falling on my paper while I am composing my Christmas letter.

Oh, dear Constance! Only think, a year ago papa and mamma were with us preparing our Christmas gifts, arranging our tree, planning little surprises for us, trying to hide things until the great morning, and now, darling Constance, you have to be father and mother to us. Thank God that we have such a sister! But we cannot keep away the loneliness that must make this Christmas a very sad one. I know, dearest sister, that you will miss our loved parents more than any of us; and we shall prove

CATHOLIC CHILD'S

to you, that we love you enough not to add to your sorrow on the coming holidays.

Now, more than ever, the Blessed Virgin must be our mother, and I am sure she will be particularly good to you, since you have to make all the home-sunshine for the rest of us. I wonder if papa and mamma will see us Christmas morning? So often I feel that mamma is looking at me while I am doing my work or preparing my lessons. Dear, good mamma and papa! May God give their sweet souls peace and rest.

I am sure my schoolmates would think this a very sad Christmas letter, but Sister says we write as we feel, and I know our dear sister Constance would not have me write any other way. Of course you will be here to see me, and bring Eddy with you. In another year I shall be confirmed, and then sister thinks I can do something to help you. How I long for the time!

Wishing you, my darling Constance, all the happiness so good a sister deserves, and leaving your reward to the sweet infant Jesus, pray often for,

Your orphan sister,

BLANCHE

[14TH LETTER, 4TH GRADE.]

ST. JOSEPH'S ACADEMY, South Troy, N. Y., December 4, 1885.

My Own Dear Grandpa-It makes me very proud to be engaged to send a letter across the great Atlantic, and

that, too, to my dear mamma's fondly loved father. Mamma has often said that when we grew older she

LANGUAGE MANUAL.

LETTER WEITER

CATHOLIC CHILD'S

Oh, dear Constance! Only think, a year ago papa and mamma were with us preparing our Christmas gifts. arranging our tree, planning little surprises for us, trying to hide things until the great morning, and now, darling Constance, you have to be father and mother to us. Thank God that we have such a sister! But we cannot keep away the loneliness that must make this Christmas a very and one. I know, dearest sister, that you will miss our

[14TH LETTER, 4TH GRADE.]

ST. JOSEPH'S ACADEMY.

Your orphan sister,

BLANCHE

South Troy, N. Y., December 4, 1885. My Own Dear Grandpa-It makes me very proud to be engaged to send a letter across the great Atlantic, and that, too, to my dear mamma's fondly loved father

LINE LIDIN WILLIAM.

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CATHOLIC CHILD'S

[15TH LETTER, 4TH GRADE.]

ST. ANTHONY'S CONVENT. Maryville, December 24, 1885.

REV. J. M. St. CYR. D. D. :

Our Much-Loved Pastor-Sister has given me the honor of writing you the Christmas letter for our room. I am very anxious to have it all that you would wish it to be. We have sixty boys in our room now, and we all passed the November examination, except poor Tommy White, who had to stay at home to take care of his sick mother. Sister Patrick is very proud of her boys, and it pleases us to see her satisfied with our endeavors. We are very glad, too, when you say: "My boys are the best in town," though we know we are not near as good as we should be.

Now, we ought to say something about Christmas and New-Year's. We shall all pray that the Infant Jesus may give you all that you wish. He knows what is best for you, and if we pray fervently I am sure he will hear us.

We wish you a Happy Christmas and a prosperous New Year.

The boys who have made their First Communion will offer their communion for you that morning, and we shall join them in their prayers.

With best wishes for all that you need, and asking the Infant Jesus to bless you,

> We are, dear reverend father, Your loving school boys, "No. 3."

would ask papa to take her to Ireland to see you and Uncle Peter, and we say among ourselves: "I wonder if

they will take any of us with them." I am the oldest boy, and might stand a good chance, but girls are always ready for trips, and will, no doubt, put in a first claim.

All our relatives think I resemble you, and mamma often tells me she hopes I will be like you in character. I am twelve years old now, and am attending the Sisters' school, but next year I shall go to the Christian Brothers' academy. Lizzie, who is two years older than I am, will complete the Eighth Grade this year, and Maggy, the eldest, expects to finish the Advanced Course in two years. Walter, the baby, is eight, and very proud of being in the first class of the Second Grade. Papa is still book-keeper at Nim's; his eyes trouble him now, and mamma wants him to rest for a year or so; to this he always answers: "Wait, mamma, until we go to see grandpa." Mamma is well and is the best mother in Troy. We are still in St. Joseph's parish; mamma thinks she could never feel at home in any other church, and Father Baxter says she must not move on any account, now that the "dear Sisters of St. Joseph are here."

Grandpa, do you think you will ever come to America? If you should, I know you will be delighted with the scenery from New York to Albany, especially if you come up on the boat. What a grand, hearty welcome we should all give you! May God grant that we may spend at least one Christmas together, is the heart's desire of

Your namesake, AUSTIN.

[16TH LETTER, 4TH GRADE.]

MATER CONSILII CONVENT, December 23, 1885.

REV. B. M. DONNELLY, PASTOR,

CHURCH "IMMACULATE CONCEPTION:"

Rev. and Dear Pastor—To-day has been set apart for the writing of Christmas letters, and Sister told us we might write to whomsoever we wished. Papa's and mamma's letters are finished, but I am not satisfied. I want to send a letter to you and, somehow, I think my little letter will please you.

I know I do not write as well as some of my classmates—and you like nice writers, but when I do the very best I can, I am sure you will not mind it.

I am glad we are to have a few days' rest from school, though I do not like to be absent during class time. I have attended regularly since school opened, and I hope shall continue to be punctual throughout the year. We are always glad to have you come into our room, for you look so kind and good; but it is better still when you come to our house. I hope the Infant Jesus will tell you to come oftener than you do. Mamma and papa are well. The boys are as noisy as ever. I do not know what to wish you for Christmas, but I hope you will get everything you want.

From your little girl,

FLORENTINE.

[17th Letter, 4th Grade.]

Salina, N. Y., December 23, 1885.

My Own Dear Parents—Here I am, nearly one

thousand miles away from you, among strangers and in a strange city. It requires all the strength I have prayed for, to keep back the tears that are ready to fall at any moment. I have just been to confession; to-morrow so many will be going that I was afraid to wait.

Oh, how much the Catholic child owes to Almighty God! Away from those I love dearer than life, what could give the consolation that now fills my soul in the reception of the sacraments? To the loving Jesus, who, I trust will enter my poor heart on Christmas morning, I can make known every want, and to the same tender Lord and Master I can trust my own dear ones. In His sweet heart we are ever united, and there alone is our love for one another fully understood. Kneeling before the altar of my Heavenly Queen, I will feel that I am home again, and the Immaculate Mother of the Child Jesus will know how to console your lonely child. In the tender care of Jesus, Mary and Joseph, I leave the loved ones of my cherished home.

Your son,

FRANCIS.

[18th Letter, 4th Grade.]

Oswego, N. Y., July 20, 1885.

My Darling Papa—You are now gone from us a week, and, though this beautiful place has many attractions, we miss you greatly. The first few days I do not think the lake air did mamma much good, because she seemed lost without you. Now, as the time for your return is nearing, she grows more like herself, and is improving in spirits, and consequently in appearance.

LANGUAGE MANUAL.

My Darling Papa-You are now gone from us a week, Oswego, N. Y., July 20, 1885. [18TH LETTER, 4TH GRADE.]

and, though this beautiful place has many attractions, we miss you greatly. The first few days I do not think the lake air did mamma much good, because she seemed lost without you. Now, as the time for your return is nearling she grows more like berself, and is improving

come to our house. I hope the Infant Jesus will tell you to come oftener than you do. Mamma and papa are what to wish you for Christmas, but I hope you will get FLORENTINE. SALUSA, N. Y., December 23, 1885. From your little girl, [17TH LATTER, 4TH GRADE.] well. The boys are as noisy as ever. everything you want.

HAPPY, HAPPY CHILDHOOD.

CATHOLIC CHILD'S

Hoping to see you within a week, and assuring you that you cannot but like everything in this beautiful watering-place, with mamma's best love,

I am,

Your little friend,

ALICE.

[20TH LETTER, 4TH GRADE.]

BINGHAMPTON, N. Y., June 16, 1885.

My Dear Emma-I am so lonely without you and my other classmate, that I can do nothing but think of you. We are now pretty fairly settled in our new home. Binghampton is, without any exception, the most beautiful city I have ever seen, and had I been here all my life, I do not think I could ever satisfy myself elsewhere. Everything in the city makes you feel that you are living in a grand park, where perfect order must be observed, and where the beautiful of nature and art can gain admittance. I like the place-who could help doing so? But I am very, very lonely. Papa does not find much business here, but as it is a rest he wants now, he could not have chosen a more suitable home. He says he feels he has improved even in this short time. Mamma has been very busy getting the house fitted to her liking, and now you would be ready to believe that we were in our old home again. If my dear companion, Emma, would only run in now and play our duets with me, and then tell me

Auntie is very well and does everything to make our visit pleasant. Uncle took us riding yesterday down by the lake. On, it was grand! The breakers were so high, and followed each other so rapidly, that I felt as though I were losing my breath, but auntie and mamma laughed at me.

Mamma received a letter from Harry yesterday. He is enjoying his stay on the mountains to his heart's content. Uncle Will is so entertaining, and then you know, papa, he thinks more of Harry than any of us. They are to stop here on their way to Montreal, so that Harry will have two great treats. I hope the vacation will improve his health. Mamma sends fond love, and says you must take good care of yourself. Come soon to

Your devoted child,

AGNES.

[19TH LETTER, 4TH GRADE.]

UNITED STATES HOTEL, SARATOGA, N. Y., May 16, 1885.

MRS. A. F. MONTGOMERY,

Indianapolis, Ind.:

Dear Friend—Mamma has just been interrupted in writing a letter to you, and, as she wants the message to leave on the morning mail, she commissions me to send a few lines for her. We reached here a week ago. Mamma is delighted with the place, and thinks the waters will be of great benefit to her. This note is to fulfill a promise, that, should Saratoga be all that she expected to find it, she would write you to join her next week. This will reach

Dear Friend—Mamma has just been interrupted in writing a letter to you, and, as she wants the message to leave on the morning mail, she commissions me to send a few lines for her. We reached here a week ago. Mamma is delighted with the place, and thinks the waters will be of great benefit to her. This note is to fulfill a promise, that, should Saratoga be all that she expected to find it.

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LETTER WRITER.

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[22d Letter, 4th Grade.]

St. Louis, Mo., September 8, 1885.

MISS LIZZY HART:

My Very Dear Friend—No doubt, you think me very unkind in not answering your welcome letter, but I know you will banish all such unfavorable thoughts when I tell you that I have just returned from a visit.

CATHOLIC CHILD'S

Finding your letter awaiting my arrival, I hasten to answer it, at this, my first opportunity. I enjoyed my visit very much, and thinking an account of it may prove interesting, I shall proceed to particulars. As you are aware, I had long promised my school-friend, Mamy O'Neill, a visit, and at the same time to escape from the many inconveniences attending city life during the summer. Well, her home is situated about fourteen miles west of St. Louis, and is called "Oakland," from the many oaks by which it is surrounded. Of course, the ride is a long one, and would be tiresome, were it not for the many interesting objects which present themselves on all sides. About three or four miles out of the city we pass the new college of the Christian Brothers, which is a large, magnificent building, situated on a hill, and can be seen from all the surrounding country. Here and there, along the road, may be seen, peeping through the trees, now a stately mansion, then a tiny cottage, and at last we reach our journey's end. The first thing that attracts our attention is the beautiful display of flowers of every variety, laid out in beds on each side of the walk, which leads to a cosy little house, small in comparison

everything that has happened since I saw her last, I should be ready to believe myself back in dear Saratoga again. Now, Emma dear, you must write to me as soon as this reaches you, I am so lonely. Tell me everything about our class. Give my love to all the girls; I shall write to Mabel and Grace to-morrow.

You know, dear Emma, that you have the fondest love and truest friendship of

Your loving companion,

STELLA.

[21st Letter, 4th Grade.]

St. Joseph's Convent, Hannibal, Mo., September 24, 1885.

MR. THOMAS CARDEN:

My Dear Guardian—A week has passed since you left me in the care of the dear Sisters of St. Joseph. I have been lonely, but resigned. The Sisters are very kind, very attentive—even anxious about me. I cannot say that I have done much in my lessons, for my every endeavor is bent on dispelling homesickness. My health is good.

I see that I have forgotten my scrap-book, and as it contains much that I can use here, I should be glad to have it sent. Tell John to keep mamma's and papa's graves green.

Knowing that you will be glad to hear of my welfare,

I am, dear guardian,

Respectfully yours,

ODELIA LIVINGSTON.

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MANUAL

with the lofty trees around it. The grounds are one hundred and six acres in extent. The orchard is quite large; in one corner of it are two trees which are so close to each other that there is only room enough left for a pretty rustic chair; this was my favorite spot.

Mamy is as delightful a hostess as you could desire, and made my visit a series of pleasures. I could not but regret the promptings of good taste which told me my visit was long enough.

Reaching home, another treat awaited me-your dear, welcome letter. Hoping that you will give me an assurance of pardon for my seeming neglect, by writing soon, and with prayers and best wishes for your present and future happiness, I remain,

> Your loving friend, MAMY WATSON.

[23d Letter, 4th Grade.]

St. Louis, Mo., September 8, 1885.

MRS. T. MYERS.

ST. PAUL, MINN. :

Respected Friend-Mother wishes me to thank you for the great kindness shown to Albert during his stay at your house. We were uneasy about him for some time, but when he wrote of the family with whom he was so fortunate as to be placed, mother knew that God had heard her prayers, and had sent her boy the kind, wise friend, so necessary to shield him from temptations attending that period of life through which he was passing.

Mother's daily prayers is: "May God reward the kind lady, and give to her children, in case of need, the friend she proved to my Albert."

We all feel acquainted with you, and trust your promised visit to St. Louis will not be delayed.

Most gratefully yours, LUCY KELLY.

[24TH LETTER, 4TH GRADE.]

ST. TERESA'S ACADEMY, Kansas City, October 15, 1885.

MRS. C. MONTGOMERY:

Mamma's Best and Dearest Friend-To-day counts the third year that we are motherless, and it is also the first of my return from Bay St. Louis. Aggie made her First Communion the second Sunday of May, but the ceremony of that occasion being the second I witnessed while there, its impressions are not so vivid as these I am eager to relate to you. Bay St. Louis is the most delightful spot I have ever seen. I shall not attempt giving you anything like a description of it, as you can imagine what a village is, with the most homelike little cottages, making you think of those seaside villages of which the poets write. Indeed, no poet could exaggerate the enchanting beauty of Bay St. Louis. The church and convent, both bearing the title of "Our Lady of the Gulf," are situated in the prettiest portion of the village, and as a looker-on sees the long procession of young lady

boarders, attended by their devoted teachers, file out of their sweetly nestled convent into the parish church, he cannot but feel that here is quiet, peace and happiness. But the occasion of which I am to make mention is one of particular solemnity. May 1st is a memorable date for all the children of the Catholic church—the opening of that sweetest of months, the "Month of Our Mother." But there we were in the sunny South, with the cool air from the gulf preventing us from grumbling about the heat, and the delightful scene of church and convent just before us.

The church bell broke the stillness, and at the same moment the front door of the convent was thrown open, and six tiny girls, representing angels, prevent the long and richly adorned banner from trailing on the gravelled walk. On this banner is painted a striking image of the Immaculate Queen, which, as the perfumed air turns it from side to side, seems to delight in the lovely train by which it is followed. The young ladies were dressed in white; wore long illusion veils; each carried in her hand a floral offering for her Spotless Mother, while their sweet and well trained voices sang, "Hail Virgin, dearest Mary!" reminding me of the virgin train that "Followeth the Lamb, whithersoever he goeth."

Having entered the church the act of consecration was read, after which was sung the sweetest of Mary's hymns, "Virgin Mary, Still Remember!" Then followed the benediction of the most Holy Sacrament. The Te Deum, sung in grand chorus, terminated the afternoon ceremony.

Thinking the procession would return to the convent by the way we have just described, we placed ourselves in a position to obtain a good view—but a further treat awaited us. A door on the side of the church leads into the convent grounds, and to this outlet the procession turned. Now the little acolytes preceded the banner, bearing a cross. These were followed by four of the young ladies, carrying a statue termed, "Our Lady of the Woods," the others taking their respective places.

We, too, followed in the same direction. Into the woods we went in very deed, and having reached the thickest, wildest parts of it, we came to a rustic little chapel, into which the statue was borne and placed on the altar prepared for its reception. The procession now turned toward the convent along a wide gravelled walk, shaded on either side by the beautiful evergreen spruce pine. This fine tree, reaching a height of fifty or sixty feet, with a diameter of about eighteen inches, the branches taking a handsome conical shape, their long, flexible leaves arranged in pairs, made me wonder why it never before did such justice to its loveliness. The enchanting walk measures nearly a quarter of a mile in length and is fifteen feet wide.

The bridal wreath and the virgin bower, in the full beauty of their bloom, twining around the various outbuildings; the many varieties of magnolia trees, the immense live oak, an occasional dead tree reclothed with the dark-colored leaves of the ivy—

That staunchest and firmest friend That hastens its succoring arm to lend;"

the Carolina jasmine hanging its beautiful yellow flowers on the very tree tops, and scenting the air with their delicious perfame; these and many others of the special beauties nature gives the South, added not a little to the soul-inspiring scene that was passing before us. Never before had "Our Lady's Litany" sounded so devotional; never before had Mary's month greeted me with such solemn grandeur.

Papa intended to have me return home with him the Sunday following, but the Mother Superior very kindly requested him to leave me for a few weeks, that I might have the benefit of the salt-water baths. I was completely fascinated with everything in Bay St. Louis, but darling papa wanted his little housekeeper home, so commissioned a friend of his to call for me on his way from New Orleans. This, dear Mrs. Montgomery, is not an answer to your prized letter, but to-morrow will accomplish that duty, and in the meantime you have an explanation of delay from, Your most devoted friend,

JULIA IRVING.

[25TH LETTER, 4TH GRADE.]

WATERLOO, ILL., October 15, 1885.

My Dear Lonely Mamma-Papa will be dead one month to-morrow, and I know how you will feel. I asked sister to allow me to write a few lines, not that I think they can banish your grief, but they will prove that your little girl does not forget you. Eddie came here yesterday. He is to clerk in a drug store and go to night

school. Emily has obtained the long sought position in the school. Mrs. Martin called last evening and said that she could not accompany me home for the holidays, so I must secure some other companion. You will see to this-will you not, mamma? I am well, now; my throat has not troubled me since my return. I have a new music teacher again. Mother H. will have the mass you told me to have offered for papa, said in the Sisters' chapel, and the Sisters will offer their communion for the repose of his soul. Uncle Peter has just called, and while he has gone to get some little treat, I hasten to finish this, so that he may take it to the office. All are well at uncle's. John left last night for California.

CATHOLIC CHILD'S

Good-bye, darling mamma. Ask God to bless your Most loving child,

MAMIE.

[26TH LETTER, 4TH GRADE.]

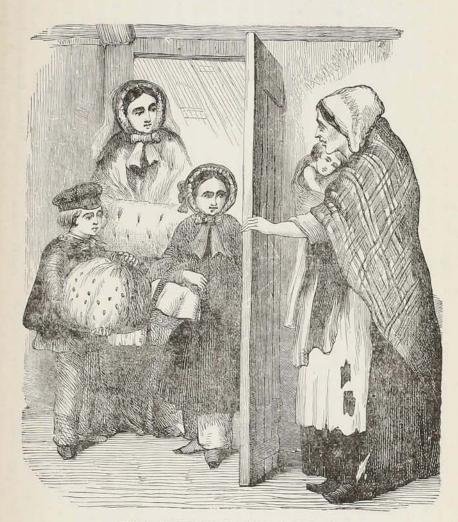
SACRED HEART SCHOOL, FLORISSANT, Mo., August 15, 1885.

Dear, Dear Grandma-According to your suggestion, papa sent his three daughters to seek their vacation in different places, and to note what appeared to them most interesting and most striking. In this way papa and his best of mothers are to see what tastes we possess, and how careful we are to use the same to the best advantage. I, being the eldest, will send the first account to grandma, at the same time assuring her that I have questioned myself well as to whether I have followed my own tastes, or have studied those I believe my dear ones most admire.

LANGUAGE MANUAL.

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THE YOUNG BENEFACTORS.

Uncle Robert, Aunt Pauline, Cousin Eddie and myself left St. Louis, July 9th. The weather was pleasant, and, save a sadness that seems inseparable from "homeleaving," we went off with the brightest anticipation.

As usual, we saw very little from the railroad, except the thickly wooded hills; these I watched with great interest. Even with the train moving thirty miles an hour, I could distinguish the young trees, airy and delicate, those in their prime, stately and majestic, those in old age, venerable and picturesque; the various forms, sizes and developments adding greatly to their charm and beauty.

What would our homes be without trees? Well might it be said, that they are a drapery which cover an ungainly figure, and while it conceals its defects, communicates to it new interest and expression.

We reached Boston Saturday morning; Uncle William met us, and after riding through a considerable portion of that beautiful city, we arrived at his very pretty home.

Aunt Alice, with a houseful of little cousins, was on the front porch to greet and welcome us. That day passed with the usual preliminaries. Uncle's house is built in the Italian style. A terrace with balustrades surrounds the hall door, giving an air of importance to the front entrance. The hall is about thirty feet long by perhaps ten feet wide. The imposing stairway, with its balustrade of heavy, black walnut, adds much to the grandeur of the hall; while the soft, mellow rays, coming from the tinted sky-light, gives every object beneath it a most delicate appearance. In the ceiling of this central hall is a circular opening in the second story, forming a gallery above, which communicates with the different chambers and ventilates the entire building.

The library was for me the most charming apartment in the house. A comfortable size—fourteen feet by twenty-six, and sixteen feet high, and fitted up in auntie's own tasteful manner. It contains books of every description. Seated by the bay-window, with a fine view of the cape, and a welcome fanning of its refreshing breeze; books selected for the day before me; a prospect of an evening's ride along the sea shore; an ear listening for the welcome step of the letter carrier, who will surely bring me "a letter from home." No wonder that uncle's library was the sweetest spot in Boston for me.

The third week of our stay Uncle William invited me to accompany him to New York city. The invitation I gladly accepted. Nothing could have pleased uncle more than the delight he watched in my face when any particular beauty of nature was presented. Along a great portion of the road the train advanced slowly, owing to the bridges placed over the many sparkling brooks, whose murmuring fell upon our ears in some of the quiet secluded spots at which we stopped.

The soft and trembling shadows of the surrounding trees and hills, as they fell upon an occasional quiet sheet of water, the brilliant light which the crystal surface LANGUAGE MANU

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the droomost and

reflected in the pure sunshine, sometimes mirroring the snowy whiteness of the over-hanging sky, gave an almost magical effect to the charming little valleys that were my special delight.

The peculiarities of every tree had an attraction for me. Here were groups formed by trees of different ages and sizes, at different distances from each other; often mixed by those of the largest size with others of inferior growth; there were similar groups full of openings and hollows of trees, advancing before or retiring behind each other—all full of intricacy, of variety, of deep shadows and brilliant lights; new combinations, new shades and inlets, presenting themselves in succession.

There, too, were the variety of trunks and forms. The rounded-headed oak, ash, beech and walnut, with the numerous breaks in the surface of their foliage, causing irregularity of sky-outline; the young trees appearing elegant; the old, majestic and picturesque. The spirytopped, whose foliage is evergreen - here I could distinguish many of the pines, the spruce, the fir and the cedar, while the larch, though not an evergreen, resembles those I have mentioned in shape and outline. How much life and spirit I thought these trees added to the force of the round-headed ones. There were heads of foliage more dense than the latter, differing also from spirytopped trees, in having upright branches instead of horizontal ones. Among these was the Lombardy poplar, relieving and breaking into groups large masses of woods. And last, but to me by far the most pleasing, were the

drooping trees—the elms, the birches, the weeping willow and others.

Oh, how beautiful are God's works—how harmonious, how wonderful! Even in the coloring of the verdure, how much variety! From the pale, mellow green of the maples, to the darker hues of the oak, ash or beech, and finally to the somber tints of the evergreens.

One spot in particular pleased uncle, and as we both gazed on it, he said: "Would it not be a most delightful acquisition to our Boston home, could we pick up this lovely spot and place it back of our rural cottage?" "Why, uncle," I replied, "would you not convey your lovely house to the foot of those magnificent hills?" "Ah, my child, the love of home is stronger within me than that of nature. I would bring this place to Boston."

Uncle then related his longings for wild picturesque surroundings, and said his trip now was taken to give him an insight into landscape gardening, as it is to be found in the middle portion of the Hudson. He brought me with him because he found me ready to admire everything in the great vegetable kingdom, and he felt that some good suggestions might escape me on this account. Uncle knew this compliment would please me. We spent one night in Albany, and the following morning we took the splendid boat, bearing the name of the well-known capital. I can safely say I never saw such grandeur in the fitting-up of any apartment as I found in the elegant salons of "The Albany." The natural scenery, which soon took our thoughts from the luxury within, is indeed

We visited Hyde Park, and the following description, which I read after visiting it, tells my ideas so well that you must allow me to quote it:

"Nature has indeed done much for this place, the grounds are finely varied and beautifully watered by a lively steam. The views are inexpressibly striking from the neighborhood of the house itself, including as they do the noble Hudson for sixty miles in its course, through rich valleys and bold mountains. The efforts of art are not unworthy such a locality, and while the native woods and beautifully undulating surface are presented in their original state, the pleasure grounds, roads, walks, drives and new plantations have been laid out in such a judicious manner as to heighten the charms of nature. For a long time this was the finest seat in America, but there are now many rivals to this claim."

The park attached to the manor of Livingston is perhaps the most remarkable in America, for its simple character and the order in which it is kept. The turf is everywhere short and velvet-like, while the mansion is a chaste specimen of the Grecian style. We also visited Blithewood, the seat of R. Donaldson, Esq., near Barrytown, and the Montgomery place.

Returning home we again spent a night in Albany, and while there we heard so much of the grandeur of the Renssalaer Place, that uncle was persuaded to visit it. This estate is ten or twelve miles square, including the village of Bath. Having enjoyed the variety of this seat for the greater part of the day we returned to the hotel in Albany, and as business hastened uncle home, we took the night train for Boston. Here papa's letter, calling us to St. Louis, was read, and as the party were only waiting my return, we left Boston the following day.

When I see you, dear grandma, I shall tell you more of my vacation, and you know nothing could gratify me more than to feel that you are pleased with the manner in which your eldest grandchild has spent the summer months. With the most affectionate embrace, I remain dear Grandma, your loving child,

ISABELLA STEWART.

LETTER WRITER.

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CATHOLIC CHILD'S

RULES FOR PUNCTUATION AND CAPITALS.

- 1. Every sentence begins with a capital letter. (This is true even when in the form of a question or a quotation it is introduced within another sentence.)
- 2. If a sentence asks a question it ends with a question mark (interrogation point). If it does not ask a question it ends with a period. (Exception—No. 9.)
 - 3. Write the words "I" and "O" with capitals.
- 4. The names of persons and places should begin with capitals.
- 5. The name of the person spoken to, with the words belonging to it, should be set off by commas.
- When the exact words of another are used they should be enclosed with quotation marks.
 - 7. Words referring to God should begin with capitals.
- 8. Titles of office and respect should begin with capitals.
- 9. An exclamation should end with an exclamation point. (This includes exclamatory sentences and interjections, except O, oh, eh and hey.)
- 10. The place of letters omitted is shown by an apostrophe or a dash.
- 11. The caret shows where words or letters are to be inserted.
 - 12. Every abbreviation should be followed by a period.
- 13. Put a period at the end of a subject or title, or any term complete in itself.

- 14. The hyphen is used at the end of a line to show that a word is divided.
- 15. The hyphen is used to connect the parts of a compound word.
- The hyphen may be used to separate the syllables of a word.
- 17. If a word is repeated for emphasis, it should be separated from the rest of the sentence by commas.
- 18. A comma should be placed after every item of the address, except that which requires a period.
- 19. If the title be placed after the name, it should be separated by a comma.

Oh, how glad the papas and mammas of our child readers will be when they receive the plainly-written, carefully-spelled, neatly-arranged letters of their darling little boys and girls! And surely they deserve all the happiness their children can procure them. Learn now to give those loved ones all the comfort you can, and when you grow to be men and women, miles and miles away from your home, you will not cause a loving mother's heart to ache with anxiety, because she has not heard from her absent child, perhaps, for years.

Most of the pleasure we receive on earth comes from our own family circle. See how much of this you can bring to your relatives by knowing how to send your sweetest sentiments in a charming little letter.

END OF PART FIRST



PETER DENVING THE LORD.

All proper letters should be answered as soon as received. Attention to this caution would have saved

lost by delay.

III.

Say exactly what you mean without circumlocution or affectation. Many persons write letters as though they were writing a novel or a history; pitching them in too high a key for the occasion and subject. Such are the sentimental letters, written in the romantic periods of life, which have a fanciful rather than real influence.

But, it is evident, the *form* of a letter may be used to present any subject to the public.

· SINCE

FIRST among the kinds of written discourse we have enumerated, Epistolary writing, or letters, which, if we may use the phrase, is the most national of them all. To write a letter is but one remove from holding a conversation with a person; and generally the subjects of a letter and our treatment of them are very much what we would say, and very much the manner we should use in saying it to the person were he present. After oratory, it approaches most nearly to a personal address.

Letter writing enters so largely into all the affairs of life, that it constitutes, by far, the greatest amount of written discourse.

There are as many kinds of letters as there are forms of association, or relation, domestic, social, civic or official; and each peculiar circumstance will dictate the character and manner of the letter. Thus in letters of business, or official letters, the design of the writer is to express himself firmly, clearly and concisely; to introduce nothing foreign, or episodical to the subject; and, above all, to be brief, remembering that busy men have not time to read long letters.

Sometimes such a communication is addressed to the editor of a newspaper, sometimes to the public in pamphlet form, and sometimes to some scientific body; but, besides the mere form, these have nothing of the letter about them, and might as well be put in the shape of essays or disquisitions.

Of this nature also are military or naval despatches, the design of which is to describe the movements of an army corps or a fleet of ships; but which are addressed to the secretary of war or the navy. Candidates for public office address their peculiar views to the public, also in letter form. By means of the letters of great men, and particularly of men great in literature, published after their death, we are enabled to see them as they really were, as they could have had no expectation of being presented to the world. Thus letters constitute the best material for biography and are in themselves the best portrait of the writer, giving us the exact traits of character which the biographer might overlook, or fail faithfully to transfer; but which the writer himself has uttered, "out of the fullness of the heart."

The letters of Cowper, witty, poetical, tender, but very sad at times, are such a faithful index to his pure but unhappy life. Those of Sterne show us his easy, careless, and unclerical career, more fully than his works or his autobiography. Indeed, the characters of most great men have been portrayed most faithfully by means of their letters. Among the most charming letters are those of Madame de Sevigne. The letter form is often used

to embody political instruction, to convey political instruction, or to convey political satire and rebuke. A remarkable example of this is found in the Persian letters of Montesquien.

IV.

Commercial Letters—We should give orders briefly and minutely. In returning goods we should politely state our reasons.

V.

If a letter is worth writing, it is worth writing carefully. Do not affect a learned style.

VI.

Never cross your letters. Write in the spirit of cheerfulness. Use quotations sparingly.

VII.

When writing imagine your friend present and write accordingly.

VIII.

Letter writing affords a fine opportunity for the display of originality. In your letter be yourself.

IX.

Let the language of your letter show purity of heart.

X.

Contractions and abbreviations in letters are not in good taste.

LANGUAGE MANUAL.

LETTER WRITER.

XI.

Your intellect and moral worth is seen in your letters. Think before you write, and think while you are writing.

XII.

Underlining is not desirable. Writing should be plain and intelligible. Write your signature in a plain, bold hand.

XIII.

Never write an anonymous letter. Never answer one. Nothing but silent contempt should meet such cowardly, underhand epistles.

XIV.

Date every letter clearly and carefully. It is often of the utmost importance to know when a letter was written.

XV.

It is not possible for too much attention to be paid to the details of letter writing. Do not repeat the words "but" and "and" too often.

XVI.

To neglect answering a letter is as uncivil as not to reply when spoken to. Acknowledge receipt of letter and date, then attend to particular points therein.

XVII.

Would you blush to see your letter in print? Do not send it. Business letters should be promptly answered.

CATHOLIC CHILD'S

XVIII.

Come at once to your subject, and state it so plainly that your meaning need not be guessed.

XIX.

LETTERS OF FRIENDSHIP: - Come from the heart and are full of delight and charms. Letters of friendship are kind, tender, diffuse and gossiping. They should be the kind referred to by Cowper, when he says he likes talking letters. Letters of a high civic or official character, such as those that pass between embassadors or ministers of state, should be formal, grave and particularly courteous.

The commonest fault of letters of friendship is egotism. This cannot but be distasteful to the person addressed, no matter how great his interest in the writer. A friend, of course, expects from his correspondent some personal intelligence, but he looks for other matter along with it. In like manner, we should avoid filling a letter with details relating to parties with whom the person addressed is unacquainted.

KINDS OF PAPER TO USE.

Be particular to use a sheet appropriate in shape to the purpose for which it is employed. Paper is now manufactured of every size adapted to the wants of any article written. The names of the various kinds of paper in general use are legal-cap, bill-paper, foolscap, letterpaper, commercial-note, note-paper and billet.

In the writing of all legal documents, such as wills, taking of testimony, articles of agreement, etc., legalcap is generally used, characterized by a red line running from top to bottom of the sheet.

For bills, paper is commonly ruled expressly for the purpose, and generally bears the name and business advertisement of the person, using the same at the top.

When writing notes, orders, receipts, compositions, petitions, subscription headings, etc., foolscap paper is used.

For the ordinary friendship letter, or other long letter, it is best to use letter paper, which in size is four-fifths the length of foolscap.

The common business letter should be so brief as generally to require but one page of commercial note, which is somewhat narrower and shorter than letter paper.

Note and billet paper are the smallest sheets made, being suitable for notes of invitation, parent's excuses for children to teachers, and other written exercises that are very brief.

Letters of the Seventh Grade.

RULES FOR PUNCTUATION.

[CONTINUED FROM PART I.]

- 18. When two words are used alike, and have no connecting word, a comma should be placed between them. If more than two are thus used, a comma should be placed after each except the last.
- 19. If a word is repeated for emphasis it should be separated from the rest of the sentence by commas. When one word follows another meaning the same thing, the second word with the word belonging to it should be set off by commas.
- 20. The name of the person spoken to, with the words belonging to it.
- 21. When the exact words of another are used, they should be enclosed with quotation marks.
- 22. When you insert your own words within the words of another, they should be enclosed in brackets.
- 23. A long quotation should be preceded by a colon; a short, by a comma.
- 24. In a divided quotation the inserted words should be set off by commas.
 - 25. Proper nouns should begin with capitals.

LANGUAGE

- 26. When words are used in pairs each couplet should be separated from the others by commas.
- 27. Parenthetical words and phrases should be separated from the rest of the sentence by commas.
- 28. Side titles should be followed by a period and a dash.
- 29. Personified nouns and proper adjectives should commence with capitals.
- 30. When a verb used in the former part of a sentence is omitted in the latter, its place should be filled by a comma.
- 31. In a formal enumeration of particulars the items should be preceded by a colon, and separated by semi-colons. In informal, the items should be preceded by a semicolon and separated by commas. (An enumeration is considered *formal* when the words *thus*, *following*, *there*, etc., are used, or when the items are mentioned as first, second, etc.)
- 32. As, introducing an example, is preceded by a semicolon and followed by a comma. (See also viz., to-wit, namely, e. g., i. e., that is.)
- 33. When any of the above words are omitted, supply its place with a dash.
- 34. Participle, adjective, adverbial and parenthetical clauses should be separated from the rest of the sentence by commas, unless short or restrictive. Long clauses should be separated by commas. Several short clauses in succession should be separated by commas. Clauses containing commas should be separated by semicolons.

- 35. A noun in apposition and its modifiers should be separated from the rest of the sentence by commas.
- 36. A semicolon is placed between the members of a compound sentence unless very short, in which case the comma is used.
- 37. A logical subject ending with a verb or containing a comma should be followed by a comma.
- 38. This course in punctuation should be thoroughly reviewed by the pupils of the Eighth Grade, and the habit of punctuating all writing thoroughly established.
- 39. The pupil's knowledge of this subject may then be extended as the necessities of his language may require.

RULES FOR PUNCTUATION TAKEN FROM OTHER SOURCES.

In giving rules for punctuations we cannot hope to deal with all, or with nearly all, the cases that may arise in writing. Punctuation is intimately connected with style. As forms of thought are infinite in number, so are the modes of expression, and punctuation, adapting itself to these, is an instrument capable of manipulation in a thousand ways. We can, therefore, set forth only some typical cases, forming a body of examples to which a little reflection will suggest a variety both of applications and of exceptions.

How much should be put into a sentence is rather a matter of style than of punctuation. The tendency of modern literature is in favor of the short sentence.

1. As a rule, the full stop is not to be inserted till the sentence be grammatically complete. But some parts of

LETTER WRITING.

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the sentence necessary to make it grammatically complete, may be left for the reader to supply.

- 2. When a sentence is purposely left unfinished, the dash takes the place of the full stop.
- 3. A full stop is placed after most abbreviations, initial letters, and after ordinal numbers in Roman characters.
 - 4. The comma indicates a short pause in a sentence.
- 5. Where there is no danger of obscurity, the subject must not be separated from the predicate by any point.
- 6. When the subject is long a comma may be placed after it.
- 7. When the subject consists of several parts, e. g., of several nouns, a comma is placed after the last part.
- 8. Dependent clauses are generally separated from the rest of the sentence in which they occur. The usual point is the comma.

Exception 1. No point is needed if either the dependent clause or the principal clause are short.

Exception 2. No point is needed if there be a very close grammatical connection between the dependent clause and some word or words preceding it.

- 9. Words thrown in so as to interrupt slightly the flow of a sentence are marked off by commas.
- 10. Where two parts of a sentence have some words in common, which are not expressed for each of them, but are given only when the words in which they differ have been separately stated, the second part is marked off by commas.
 - 11. When words are common to two are more parts of

a sentence, and are expressed only in one part, a comma is often used to show that they are omitted in the other parts.

- 12. Words placed, for the sake of emphasis, or of clearness, out of their natural position in the sentence, are often followed by a comma:
- 13. (a) The object is usually placed after the verb. When placed at the beginning of the sentence, it should be separated from the subject by a comma, unless the meaning would otherwise be perfectly clear and be readily seized.
- 14. (b) An adverbial phrase, that is a phrase used as an adverb, is usually placed after the verb; when it begins the sentence, a comma follows it unless it is very short.
- 15. (c) An adjective phrase, that is a phrase used as an adjective, is usually placed immediately after the word which it qualifies; when it appears in any other place, a comma is often usefully placed before it.
- 16. Adjective clauses and contracted adjective clauses are marked off by commas, if they are used parenthetically or co-ordinately; no point is used if they are used restrictively.

Words in apposition are generally marked off by commas:

17. (a) And. Where "and" joins two single words, as a rule, no point is used. (b) When "and" joins the separate words of a series of three or more words, a comma is placed before it. (c) But where the different words are intended to be combined quickly, so as to present to the mind only one picture, they would be

LANGUAGE MANUAL:

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spoken without any pause, and in writing must not be separated by any point. (d) Two of the words of the series may be more closely connected with one another than with the other words of the series, and are, therefore, not to be separated by any point. (e) When "and" occurs only between the two last words of the series, the comma is usually inserted before it.

- 18. (b) When "and" joins two phrases, a comma generally precedes it.
- 19. (c) When "and" joins two clauses, the preceding point may be the comma, the semicolon, or even the full stop.
- 20. Which point is right in any particular case, will depend upon considerations set out in other rules. Or, the rules for the conjunction "and" apply with little change to the conjunction "or," but there are one or two special points to note: (a) When "or" is preceded at no great distance by "either" or "whether," the two words should be separated by no point. (b) "Or" joining two alternatives takes no point before it; when it joins two words that are used, not as real alternatives, but as synonyms, a comma is inserted.
- 21. In cases where no point would be used before a conjunction, a comma is inserted if the conjunction be omitted.
- 22. Where a comma would be used if the conjunction was expressed, some stronger point may be used if it be omitted.
 - 23. A comma is placed after a noun or a pronoun in

CATHOLIC CHILD'S

the vocative case, if a mark of exclamation be not used, or be reserved till the first distinct pause in the sentence.

- 24. If a word be repeated in order to give it intensive force, a comma follows it each time that it occurs; but, in the case of an adjective repeated before a noun, not after the last expression of it.
- 25. The colon is used to indicate pauses more abrupt than those indicated by the semicolon.
- 26. The colon and the dash are used together where the quotation is introduced by formal words, such as the following :- "He spoke these words."
- 27. The colon may be placed after such words and phrases as the following, when used in marking a new stage in an argument:--" Again, further, to proceed, to sum up, to resume."
- 28. An unexpected turn of the thought may be marked by the dash. The dash is sometimes used instead of brackets before and after a parenthesis. The dash is sometimes used instead of the colon, where the word "namely" is implied, but is not expressed.
- 29. The dash is used in rhetorical repetition; for instance, where one part of the sentence, such as the subject, is repeated at intervals throughout the sentence, and the rest of the sentence is kept suspended.
- 30. A word that is not classical English, or is used in a sense in which it is not classical English, is either enclosed within inverted commas or italicized.
 - 31. Foreign words are always italicized.

WRITING

FORMS OF ADDRESS.

[TO THE POPE.]

(1.) To our Most Holy Father, Pope Leo the Thirteenth (or Pope Leo XIII.)

(2.) Most Holy Father.

[To a CARDINAL.]

(1.) To His Eminence, Cardinal B---.

(2.) To His Eminence, the Most Reverend Cardinal B.

I have the honor to remain,

Most Eminent Sir,

With profound respect, Your obed't and humble serv't,

A------ B------.

[To An Archbishop.]

(1.) Most Reverend Archbishop B (or)

(2.) Most Reverend A --- B ---, Archbishop of ----.

I have the honor to be, Most Reverend Archbishop,

(Or, Most Reverend and Dear Sir,)

Your obedient servant,

A--- B---

[To A BISHOP.]

(1.) Right Reverend Bishop B-, (or)

(2.) Right Reverend A----- Bishop of-----

I have the honor to remain,

Right Reverend Sir,

Your obedient servant,

A---- B-----.

[TO A MITRED ABBOT.]

(1.) Right Reverend Abbot B—— (name of abbey Postoffice, County, State. Or)

(2.) Right Reverend A. B. (initials of order), Abbot of ———,

I remain

Right Reverend Sir,

Your obedient Servant,

A--- B----. (or)

(3.) Begging your blessing, Right Reverend and dear Father.

Your dutiful son,

A--- B----.

[TO AN ADMINISTRATOR OF A VACANT SEE.]

(a 1.) Very Reverend A—— B——— (with initials of office). Or,

2. Very Reverend Father A B

Administrator of —

(b) Very Reverend Sir.

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[TO A VICAR GENERAL.]

- (a 1.) Very Reverend A -- B -- (with initials of office). Or,
 - 2. Very Reverend Vicar General B- Or,
 - 3. Very Reverend A --- B ----.
- (b 1.) Very Reverend and Dear Sir.
 - 2. Very Reverend Sir. Or,
 - 3. My Dear Vicar General (only if the writer belongs to the diocese). Or simply,
 - 4. Dear Sir.

[To the Rector of a Religious House, Provincial of an Order OR A PRIOR.]

(a 1.) Very Reverend Father A ____ B ___ (initials of order). Rector (or Prior) of (name of House). Or, Provincial of (name of order, or, better, of the members of the Order taken collectively).

[To Doctors of Divinity, D. D., or of Laws, LL. D.]

- (a 1.) Reverend A-B-, D. D. (or LL. D.)
 - 2. Reverend Dr. A-B-

[To A PRIEST SIMPLY.]

- (a 1.) Reverend A-B-Or,
 - 2. Reverend Father A --- B --- Or.
 - 3. Reverend Father B _____.

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- (b 1.) Reverend Sir. Or,
 - 2. Reverend and Dear Sir. Or.
 - 3. Reverend Doctor.

[TO THE SUPERIOR OF A RELIGIOUS ORDER OF WOMEN.]

- (a 1.) Mother (name in religion, e. g., Elizabeth). Or,
 - 2. Mother (name in religion, unless she preserves, as in some orders, her family name); Superior of, e. g., (Sisters of Charity.)



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ABBREVIATIONS.

Fr. France.

Abp. Archbishop. Abr. Abridged. Af. Africa. Ala. Alabama. Alex. Alexander. Alf. Alfred. Hadkerchief.

A. M. Master of Arts, and Be-Hhd. Hogshead. fore Noon. Apr. April. Ark. Arkansas. As. Arsenic. Astronomy. Atty. Attorney. Aug. August. C. H. Court House. Ch. Church. Chapter. Cl. Clergyman. Clerk. C. O. D. Cash on Delivery. Coll. College. Cr. Credit. Den. Denmark. Dept. Department. D. G. Thanks be to God.
D. T. Dakota Territory.
E. East. Ea. Each. Ecclus. Ecclesiasticus. Edm. Edmund. Edw. Edward. E'er. Ever. Egypt. Egyptian. E. I. East Indies. Eliz. Elizabeth. E. Lon. East Longitude. Ency. Encyclopedia. E. N E. East, North, East. Eng. England. E. S. E. East, South, East. Fla. Florida. Fahr. Fahrenheit. Feb. February. Fol. Folio.

G. P. O. General Post Office. Gram. Grammar. H. B. M. His (or Her) Britanic Majesty. H. J. S. Here lies buried. H. M. S. His (or Her) Majesty's Ship.

H. R. I. P. Here rests in Peace.
I. H. S. Jesus Saviour of Men. Ill. Illinois. Incog. (Incognito). Unknown. I. N. R. I. Jesus of Nazareth, King of the Jews. Ia. lowa. I. O. U. I owe you. Jam. Jamaica. Jan. January. Jas James. J. H. S. Jesus Saviour of Men. J. P. Justice of the Peace. J. Prob. Judge of Probate. Kan. Kansas. L. I. Long Island. Lieut. Gov. Lleutenant Governor. L. L. I. Lord Lieutenant of Ireland. La. Louisiana. M. C. Member of Congress. Mo. Missouri. Mon. Monday. M. P. Member of Parliament. Municipal Police. M. P. C. Member of Parliament in Canada. M. P. P. Member of the Provincial Parliament. MSS. Manuscripts. Mts. Mountains.

ABBREVIATIONS.

A. C. G. S. Assistant C. G. S. Int. Interpreter. Adj. Gen. Adjutant General. J. A. Judge Advocate. Adm. or Adml. Admiral. A. Eng. Assistant Engineer. Agt. Agent. A. I. G. Assistant Insp. Gen. 1st Lieut. First Lieutenant. A. P. M. Assistant Paym'ter. 2d Lieut. Second Lieutenant. A. Q. M. Assistant Ortmastr. Lt. Col. Lieutenant Colonel. Assr. Surg. Assistant Surgeon. Lt. Com. Lieutenant Com'er. Brig. Gen. Brigadier General. Lt. Gen. Lieutenant General. C. Consul. C. A. Commercial Agent. Cadet. Eng. Cadent Engineer Capt. Captain. C. C. Consular Clerk. C. G. Consul General. C. G. S. Commissary Gen. of Min. Pten. Minister Plenipo-Subsistance. Chap. Chaplain. tion. Chf. E. Chief of Engineers. Chf. Med. Par. Chief Medical Nav. Con. Naval Constructor Purveyor. Chf. Ord. Chief of Ordnance. Col. Colonel. Com. Commander. Comdt. Commandant. Commo. Commodore. Con. Agt. Consular Agent. C S. Commissary of Sub'nce. P. M. Paymaster. C. S. O. Chief Signal Officer. P. M. G. Paymaster General. D. C. Deputy Consul.

E. E. & M. P. Envoy ExtraorR. Adm'. Rear Admiral. dinary and Minister Plenipo- Rt. Rev. Right Reverend. tentiary. Eng. - in - Chf. Engineer - in - Surg. Surgeon. Chief. Env. Ensign. Gen. General.

A. A. G. Assistant Adj. Gen. Insp. Gen. Inspector General. J.A.G. Judge Advocate General. Lieut. Lieutenant. Moj. Gen. Major General. Mar. Marshal. Mas. Master. Med. Dr. Medical Director. Med. I sp. Medical Inspector. Mid. Midshipman. tentiary. Min. Res. Minister Resident. Chf. Con. Chief of Construc- M. R. & C. G. Minister Resident and Consul General. Nav. Navigator. P. A. P. M. Passed Assistant Paymaster. P. A. Surg. Passed Assistant Surgeon. Pay. Dir. Pay Director. Pay. Insp. Pay Inspector. P. L. Port Laureate (Eng). Q. M. G. Quartermaster Gen.

Sec. Leg. Sec'tary of Legation.

Surg. Gen. Surgeon General.

V. C. G. Vice Consul General.

V. Adml. Vice Admiral.

TEACHERS' EDITION

OF THE

METHOD WE HAVE ADOPTED

FOR

Teaching Language.

MAXIMS THAT HAVE GUIDED US.

- 1. The best time to teach a thing is when the child needs to know it.
- Teach the child to use the knowledge already acquired as the basis of a new lesson.
 - 3. See that the pupil does his work in the best way.
- 4. Do not present incorrect forms and expressions to the pupil until he has given you the verbal correction.
- Do not search for far-fetched examples for correction; there are plenty to be found in your own class-room.
- 6. Show the child where, how and why he is wrong; then teach him how to correct his errors.
 - 7. Use simple and pure English.
 - 8. Interest your children.
 - 9. Good usage is the standard by which all words must be tested.

SISTERS OF ST. JOSEPH,

SOUTH ST. LOUIS.

ver Argin Acvirend.
Surgeon.
Surgeon General.
of Vice Admiral.
7. Vice Consul General.

thary.

Engineer-in
Chf. Engineer-in
ef.

M. P. C. Member of Parliamen in Canada. M. P. P. Member of the Provincial Parliament.

Sag. England.
S. S. E. East, South, Erera.
Flan. Flantenheit.
Fabr. February.

None no Geaghers.

—-H---

The Teacher's Edition, detained because of the part for First and Second Grades, is at last ready, and we have only to say that, much as we tried to make it contain, there is yet a great deal left to the teacher. Indeed, what is any text-book in the hands of a poor teacher? and can the poorest text-book fail when entrusted to the careful, unselfish workers, who, thank God, form by far the greater number of religious teachers.

A number of hints are given in the Teacher's Edition that are, of course, for the use of the pupil, and many may ask why are they not in the pupil's book. To this we would answer: "In the lower grades we are taught by our School Manual to avoid technicalities as much as possible, and where they must be taught, let it be from dictation exercises." We have given a few short definitions at the end of Part II., and the others are left to the teacher.

We again call the teacher's attention to the diagrams for analysis. Use them as often as possible, but let the pupils know what author's diagram he is following. The Science Lessons must be taught from dictation, as there is no means for the child to learn the answers given. But dictation exercises are necessary, and none can be better than the information the School Manual requires us to give pupils of the sciences.

Be sure to require the dialogues, the letters, the stories, the autobiographies and biographies of the little ones. The information given in Teacher's Edition for the filling of outlines of composition must be given to the pupils by the teacher. The latter must use her own means of conveying her knowledge to the pupils.

Having gone to the expense of securing cuts, and that of giving space for the necessary information concerning many of them, we trust the teachers will make use of the same. In one of our schools, and that among our best, the pupils of the Eighth Grade spent seven weeks in filling the outline on Paris. This is as it should be. They took so many points each week, and at last it was finished.

For the sake of the Community which has spared no expense in the printing of the Teacher's Edition, we trust our teachers will do all they can to make its contents practicable. It has many drawbacks, we know, but look only at what it should be, and a good teacher can make it that.

THE PLAN WE HAVE FOLLOWED.

Bright's method consists principally in a graded arrangement of abbreviations; use and orthography of words pronounced alike; use and abuse of words; and a gradual, almost imperceptible, manner of leading the young learner into the use of the various parts of speech.

One of the chief troubles we have to contend with is the constant changing of text-books. It seems almost impossible to follow any method, and herein, we believe, is the chief reason that our grammar work is so imperfect.

Even now, that our teachers use Bright's method in this Language Manual, they are eager to reach the text-book as soon as possible; this once in the hand of the pupil, our adopted Language method is ignored, the work that has been done with so much care and trouble in the past by the primary and intermediate teacher is no longer recognized, although it should be carried through the eight grades.

If our schools would follow Bright's method throughout the grades, then, indeed, our pupils taking up the "Advanced Course" could lay aside the daily exercise intended solely to teach the English Language, and in the perusal of Rhetoric, as well as in their compositions and conversations, can find ample opportunities to keep in mind the teachings of "the grades."

The tendency is not to wait until the time appointed by the School, Manual, but to put in some text-book even in the Fourth Grade. Seeing this, and knowing the consequence, we arranged the Language Manual almost entirely on Bright's method. First, because our School Manual calls for it; and secondly, because we have seen no work that is so well calculated to do the good to both teacher and pupil as this is.

We have heard teachers who have conducted Third and Fourth Grades for some years say: "No use referring to me for grammatical information. I have not touched a grammar or thought anything about it since I left school."

Well, that teacher would handle a grammar, or at least think of its teachings every day if she used Bright's method. He does not aim at so much that he accomplishes nothing. His sole object seems to be to tell the teacher what she must know and he leaves to her the selection of the means to obtain the knowledge.

Our arrangement of the "Graded Instruction" is only one of the many ways which has been adopted in the use of the little hand-book. No teacher should confine herself exactly to any one way of imparting knowledge unless she happens to find something that seems a part of herself; then she can really call this her own. We must be in our work, else it will be a failure. If we prepare our school tasks, each time we take them up, some new thought will be suggested and thus each successive recitation will be relieved of sameness and we, ourselves, will be more interesting for having ideas to-day that did not dawn upon us yesterday.

Training schools, methods for teaching, criticism on the same, and a number such advantages that are now offered to teachers, are without doubt most excellent aids, but success depends on the individual herself; therefore, do not try to COPY anyone, though you may IMITATE them. Every word you speak must sparkle with your life.

We intended to have in this edition remarks on disputed points, and had a number of such collected, but as the examples are such as are condemned by most educators, we deem them unsuited to a method which aims at clearness and simplicity. The method given for analysis and diagramming, as well as for symbolizing, are the simplest we have found, and we believe most of the teachers will be satisfied with them.

In order that we may be free to make yearly additions or improvements to this edition, it will not be stereotyped, and only enough will be bound to satisfy our present wants. In this way we shall always be sure of securing the latest methods of teaching language, and at the same time give the experience of the teachers who may use the book. We find it necessary to bind the two parts together for the teacher's use.

We have not aimed at originality. First, because we were not free to offer a book that would not be in keeping with our School Manual; and, secondly, we are satisfied that no other method can be more beneficial, especially to the teacher. We are all too much inclined to teach our pupils while we forget all that we were taught. In following Bright's method we are forced to refer, to study, and to write.

And now a few words concerning our Language Manual:

Four summers ago we arranged a little Language Manual for the teachers, which seemed to be quite taking.

Gotten up as it was in a hurry, and as a sort of experiment, we resolved to improve upon it when an opportunity occurred. The Language work called for in the JOURNAL reminded us of our promise, and this is the result.

To say that the second edition is an improvement on the first is not placing the present one in a dizzy light; however, it will help some inexperienced teachers out of difficulties that have bothered a number of their companions.

The Letter-Writers now used in most of schools have won their way, principally because they have been united with the Language work.

This is the thought that originated the letter book, and the latter has been successful only where it has been used.

The Letter-Writer is the first book we give little ones. From it they learn to write their own name, the names mamma, papa, grandpa, grandma, auntie, uncle, etc.

Beginning the Second Quarter they can copy the examples on pp. 12 and 13, then the letter on p. 15 (L. W.)

By this time the child is able to compose a little letter herself, and so the great work of letter writing is in the hand of the child of six or seven years.

It is now, we believe, universally admitted that it takes both a scholar and a teacher to conduct a primary class. No use in saying to-day that anyone can teach little ones.

For the last four years we have been using "Bright's Instruction in English," and many of our teachers who have been conducting Grammar classes for perhaps eight, ten or even twenty years, find this little hand-book a rather difficult one to follow. In the First Grade the teacher must know, so thoroughly, that she can shape her knowledge at will.

FIRST GRADE REQUIRES.

- 1. A knowledge of the adjective, its classes and sub-classes.
- 2. The noun and its properties.
- 3 The verb, or action word, its classes and properties, and above all, its agreement with its subject.
 - 4. The use of adverbs, especially those of manner.
 - 5. The pronoun used as the subject of a sentence.

The summary—five parts of speech—are introduced in the First Grade: nouns, verbs, adjectives, adverbs and pronouns.

Is the ordinary saying true, "Anyone can teach babies"?

SECOND GRADE REQUIRES:

- 1. Review of first year's work.
- 2. Use of various forms of irregular verbs
- 3. The use of the nominative forms of the personal pronoun after "is" and "was."
 - 4. Use of the objective form after transitive verbs and propositions.
 - 5. Formation of the possessive singular.
 - 6. Ready use of words pronounced alike, but spelled differently.
 - 7. Comparative and superlative degree of comparison.
- 8. Pronunciation of words, number of syllables, and on which the accent is placed.
 - 9. Proper use of the words may, can, will, shall, etc.
- 10. Description and location of pupil's school. The meaning and use of all the abbreviations and contractions that the pupil may have met in any of his exercises.
 - 11. Use of capitals and punctuation.

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hout dual may life. ints, ch as

thod lysis have hem. covewill

ook. use. free uual; eeneeach

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their rork. atter Corrections of ungrammatical expressions heard in and around the school.

13-15. Given abbreviations. Written exercises. Writing of simple stories. Correction of same, including all points that have been gone over.

Here it may be remarked that most of our young teachers seem to find the greatest difficulty in giving instructions, telling stories and correcting and re-arranging the children's written attempts at the latter exercise.

Well, some one has said that a good teacher must necessarily be a good story-teller, and as experience proves this to be true, we advise those who are not naturally good on this point to try to improve themselves. Knowledge conveyed to children through a well-told story is never forgotten, and as the educator tells us, the daily school exercises should be like a "fairy tale."

THIRD GRADE EXERCISES.

- 1. Use of the terms noun, common, proper, singular, plural, possessive.
- Further exercises in words pronounced alike, but spelled differently; as also the spelling of each of the forms of the verbs.
- 3. The adjectives after the verbs look, seem, appear, taste and smell.
 - 4. Different forms of who in asking questions.
 - 5. Use of who, which and what,
 - 6. Distinction between vowels and consonants.
 - 7. Pronunciation of words.
 - 8. Abuse of words.
- Rules and applications in forming the singular and plural of nouns.
 - 10. Ungrammatical errors.
 - 11. Abbreviations
 - 12. Stories and descriptions.
- N. B.—You must become, if you are not so naturally, a good storyteller.

FOURTH GRADE WORK.

This is chiefly a review or repetition of the former grade. To do this at all, the teacher must be familiar with all that precedes. The new points that occur in the grade are the use of the terms verb, pronoun, present, past and future, as applied to verbs.

The composition work of this year should be confined to the points treated of in the Science and Object Lessons, which belong to this

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grade. It was in consideration of this work that we treated at length of the trees, plants and vines that are common to most localities, but of those more especially to the States of Missouri and Illinois. This is an aid to the letters required of Fifth Grade, as also the compositions belonging to the same work.

FIFTH GRADE OR YEAR

Requires a thorough drill in the noun, adjective and verb. Then a general idea of all the parts of speech. The use of the terms root, pre-fix and suffix, and a frequent practice in forming words from English roots.

In this grade, too, the teacher must know where the most suitable descriptions of towns and cities may be found. We would advise a collection of guide books for the purpose; nothing can take the place of such books when there is a question of an imaginary journey, or even of a real one. The pupils can be directed by one of these books to great advantage.

We have now shown what the teacher must know for each of the primary grades. Someone may ask, Suppose one is ignorant of many points, what are the best means to obtain information?

If they are particularly weak in Grammar, we would give them the exercise marked for First Quarter, Fifth Year. Let them learn the noun by writing its classes and properties again and again; let them do the same with the verb; as soon as those two parts of speech are pretty fairly understood, begin the making of sentences containing only those two parts of speech.

In the meantime, be learning the adjective, its divisions and subdivisions; add this part of speech to the other two, then analyze and parse. Next add the pronoun as a substitute for the *noun*.

When this much is done, the exercises given to agree with "Graded Instructions in *English*," cannot but improve her more than any regular Grammar work we have seen.

With this in view, we have followed the topics of Bright's book in our Language Manual, and we think any person who has a desire to learn can become familiar with this little book in a short time.

We have adhered exactly to the requirements of our school manual in these few pages.

One of the greatest advantages a young teacher can possess is to be able to converse with the little ones. Become one of them, in order to get at their thoughts and ideas. Few can realize how much there is in the little minds because few know how to draw the child out.

Then the teacher must tell stories and write stories, if she would

have her pupils do it successfully. She must read and write children's letters to know how to teach her pupils.

This practice of Bright's book has not been very well attended to. How few of our children can write a story! Many of them do very well, it is true, in letter writing, but even in this, how much the teacher must do to have it accomplished!

The teacher who thinks she can make the pupils do that which she herself cannot accomplish must be willing to admit that this is true where it is a question of theory and practice, but who could teach the second without understanding the first?

Then can it be doubted that the teacher who is familiar with both theory and practice is that much the better one?

Do what you would have your pupils do; if you cannot do this now, aim at it until you can.

Teach yourself while you are teaching your classes, otherwise you do an injustice to the community of which you are a member.

SIXTH GRADE WORK.

Topics I., II. and III., call for a good knowledge of definitions and orthography as given in Harvey's Grammar. The remaining topics relate to the various subjects taught under Etymology.

In addition to this, the subjects Bright's keeps constantly before our minds are use of the dictionary, words pronounced alike, business notes and transactions; the abuse of words and the ending of each grade, abbreviations. In this grade we have marked Letter-Writer in each topic.

SEVENTH GRADE, OR YEAR.

This supposes a thorough drilling in parsing and analysis.

EIGHTH GRADE WORK.

Studying the style of the writers of the present century, extracting outlines from good works; comparing and selecting, and above all, writing.

In this grade the pupil reviews his history which calls for so many biographical sketches, besides the variety of descriptions which writing on historical subjects demands. All this gives the teacher as much work as she can possibly prepare, and if the language work has been done well in all the grades which have preceded hers, she can have nodifficulty with the grammar of her class.

How the Language Manual is Used in the First Grade.

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From the chapters headed "How we have seen and heard parents teach Language," and "The necessity of learning how much the pupil has been taught before he reaches us," we have shown how much the teacher of the First Grade must know of child nature in order to do her work profitably. Supposing that she has found in a class of twenty beginners two or three who are unusually well trained in the first year's work, these will be for her so many able assistants and she will use them to advantage.

We do not mean that they should answer all the questions, or that they, and they alone, be brought out when visitors are present; but when the teacher does not wish to answer all her own questions it is a relief to have some member of the class able to assist her. The knowledge the child brings to the school should always be recognized.

After we receive bright little minds that, owing to some cause or other, have not been instructed in anything that relates to school work, many teachers prefer this kind because, like a new blank book, they can be filled according to the teacher's own ideas; it is, however, an evidence of selfishness to place such above those who have acquired knowledge, good in itself, from those at home.

When home training is attempted it is usually well done. We hear it objected, "But I have had children who were taught at home, and whose mothers were sure they could skip the First Grade, and I found that I could do nothing with them for some weeks. If these had knowledge they did not know how to express it."

Do you make no allowance for the difference in the surroundings of the child? Do you make use of the same means as did the tender mother? With her, too, the child was alone; now sixty or seventy pairs of eyes are looking to see how the new pupil is doing, or at least, he thinks so.

The knowledge is there, and if you deny this you lose the child's confidence, for he sees that you cannot fathom him. We, ourselves, adhere almost willfully to our first ideas of things. Why do you expect the child to be more liberal?

Oh, that every teacher in the lower grades knew the material on which she is working!

FIRST QUARTER, FIRST GRADE WORK.

TOPIC I.

Children can satisfy the requirements of this topic in a few lessons, if the teacher makes use of every exercise to teach Language.

The names of objects, represented by blocks or pictures, or the playthings that may be brought to the school-room; then the chart lessons are always Language exercises.

TOPIC II.

This demands more attention than most teachers think. Here comes, for the first time, the sentence making. To name objects correctly and distinctly, and use proper words in the sentences is no easy task; and the teacher in this grade must know that she is laying the foundation of a great work.

Various methods are used to draw sentences from the children. The one we think the most successful is that which we saw used in teaching the Deaf-Mutes in Jacksonville.

The teacher performed the action and required the class to write what she was doing.

Errors were made in the various expressions, which were certainly far better exercises in *false syntax* than any that could be found in a text-book.

Then some of the pupils were signed to act and this was written on the board or slates by the others.

We saw how much better it was to give the child the idea and let him follow it than to give the word and let him find the idea.

Though much has been said against filling out blanks, we have in it an excellent exercise when used as means of variety. In this case, the word, or words, to be supplied should be suggested to the pupils, especially in the grades of which we are now speaking.

If the design of the teacher is to name objects and then tell what each can do, tell the child the blanks must be filled with do or action words; now, they must do this orally, later, it can be written.

Next comes the exercise in number; the teacher naming one, the pupil, more than one, and the reverse. The following is a good list of names for those exercises:

book	knife	chair	pen
table	candle	hat	bonnet
eye	ear	mouse	fire
tree	foot	child	ox
cradle	lamp	goose	man
church	porch	hero	bow
woman	negro	tooth	foot
loaf	shelf	wolf	elf
self	calf	leaf	fife
penny	rich	pair	sheep

scissors	cannon	shot	fish
trout	salmon	face	place
box	fox	atlas	star
shovel	watch	horse	bird
fly	valley	molasses	miss
yoke	tongs	dove	thought
sheep	deer	ring	priest
person	general	house	barn
street	ally	apple	ashes
potato	melon	letter	stone
orange	lemon	coach	mouth
pailful	handful	minute	chalk
spoonful	cupful	hair	statue
class	wish	needle	vase
tax	army	pipe	mirror
nail	plant	father-in-law	lion
song	organ	volcano	carpet
figure	train	flower	day
time	apron	mate	picture
button	carriage	jet	knob
seven	lesson	piano	loss
mother	tiger	lake	cloth
board	car	bush	week
second	ribbon	companion	pin
stand	buggy	match	key
cross	thief	violin	inch
rabbit	stream	goods	mother-in-law
A mumma la am	-2 1 b J	Jad to this list if th	a touches mante

A number of words can be added to this list if the teacher wants variety. Later she can teach them the rules concerning the various ways of forming the plural; we will give them where they belong. Here we would only teach the proper form, without any why. Now is the time to begin the work of clear enunciation. Do it here and the teacher in the higher grades will bless your memory.

Have all answers given you in complete sentences. There are few cases where this cannot be done.

Some teachers have told us, "It is out of the question for me to teach Language to those in the first quarter of the first year."

How can this be? "Bright's Instructions" has been used by hundreds of teachers during the last seven years. We have followed Bright's method, and that, too, with success. The fault is not then with the children. We think the want of time that most of us have to contend with in preparing the lessons we are to teach our pupils is the greatest want, and one, too, that is like to continue such. Bright's book supposes the teacher a good grammarian, an original worker, and,

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with these qualities, time to prepare her lessons for each recitation. Let this then be our aim, and if we only look toward it we have done something. Anything is better than to say, "I cannot teach my first quarter, first year class."

We give here one method of proceeding. It has for its aim to teach the child to recognize on the board the words *I*, you, and he.

The teacher has a talk with her class something like the following:

T. How many of my little ones have seen flowers grow?

All hands raised.

T. Now, let us see who can tell us the names of some flowers. Well, Lotty?

LOTTY. We have *geraniums*, *hyacinths* and *roses* in our garden.

CLARA. We have roses, too; red ones and white ones, and one bush of roses that are nearly purple.

P. There is a **rose** vine right outside mamma's bed-room and the top branch had **roses** last summer that reached up to where Lucy and I sleep.

T. Now, let us see what color of rose each of us likes best. Hands up of those who know? Lida?

LIDA. I like the pink roses best.

EMMA. I like the white moss roses.

Susie. I like the cabbage rose.

KATE. I think the dark purple roses are pretty.

This may go on as far as it is found interesting and improving; for, bear in mind, you are teaching the little ones to enunciate clearly.

Now comes the next object—teaching the child to recognize on the board I, you, she.

- T. How many of you like the rose best among the flowers?
- C T do
- T. Now, class, tell me that I like the rose best.
- C. You like the rose.
- T. Very well, here is what you say written on the board. Mary, tell me that you like it best.

Mary repeats, "I like the rose the best."

- T. Class, what did Mary say she liked best?
- C. She likes the rose the best.

Now, if the pupils can make any attempt at all in writing have them copy on their slates *I*, *you*, *she*; if they cannot, be satisfied in having them tell you several times in the morning and as often in the afternoon what the words are. They will learn much sooner than we

can believe. If you find it hard to unite the Language work with the writing, separate the two objects, and be satisfied during the first half of the first year, if the pupils make a fair attempt at the work orally.

In the Second Grade you will have plenty of time for writing, if you do not have to spend so much of it in making the expressions clear and correct.

In the "one" and "more than one" exercise there is a great deal of interest; for example:

TEACHER.	CLASS.	TEACHER.	· CLASS.
boy	boys	potatoes	potato
door	doors	feet	foot
goose	geese	beef	beeves
knife	knives	brothers-in-law	brother-in-law
number	numbers		

This can be continued and changed around until it appears more a game than a "dry" grammar lesson.

All through this second topic the idea is to make the children talk and to show them when and where they have used wrong words.

TOPIC III.

The following exercise will lead to the object:

T. Now, children, besides giving you the name of the object, I shall tell you something of the name word, meaning one, and you will tell the same of more than one.

TEACHER.

Here is one pencil.

There is a dog.

I have an apple.

I was there.

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The boys were late.

There were many flowers.

We are ready.

They came home.

There are ten.

Pupils.

The dress is clean.

The book is mine.

Is she good?

Am I right?

My doll is large.

Mary's basket is white.

CLASS.

Here are two pencils.

There are two dogs.

We have apples.

We were there.

. .

A boy was late.

There was one flower.

I am ready.

He came home.

She is one.

TEACHER.

The dresses are clean.

The books are mine.

Are they good?

Are they good.

Are you right?

The dolls are large.

The children's baskets are

white.

The next exercise requires the pupil to be taught the use of the proper form of the verb after the expletive "there."

Teacher. Jennie, you may come here and tell me what you find on this window-sill. Point to each object and tell us where it is.

JENNIE. A flower-pot is on the window-sill.

A box is on the window-sill.

An ink-bottle is on the window-sill.

A book is on the window-sill.

A ribbon is on the window-sill.

- T. Very good, Jennie; now begin your sentence with there, and put all these things together in it.
- J. There are a flower-pot, a box, an inkstand, a book and a ribbon on the window-sill.

Give a number of similar examples, such as:

There are many people there.

There is no one left.

There are joy and sorrow, light and darkness, sunshine and shadow in the shortest life.

There are times we cannot forget.

There is my cloak.

There are more cloaks than yours.

There are chickens in there.

There are a chicken and a bird, a cow and a horse right under that tree.

There are my sled and skates.

There are Mamy and Albert.

There are Arthur, Mary and Esther.

The three above topics are the ones pointed out by our School Manual for the First Quarter of the First Year. The teacher should review them well before beginning the exercises on this and that. During the First Quarter, the pupil should be drawn out to tell little stories, and the teacher making use of them to correct some idea or expression will please the child by remembering her tale. Others will follow her example, and in a short time, the teacher, instead of having to tell stories, need only be a good listener.

Not being able to write is the great drawback in this quarter. Hasten them to acquire the use of the pencil as soon as possible, but have patience with them. You will find some very slow.

Make the little ones memorize such maxims as are found in "Gems of Catholic Thought," by Sadlier, or other pretty extracts. The little ones' memories can be stored while they are incapable of doing anything else.

Some teachers have tried during this time to teach the various parts in the Catechism, the Addition and Multiplication tables, and

even the tables of Time and Money. When one was asked why she did this, she answered,

"The children cannot write, they grow tired of trying to learn their new words and sentences, and yet they must be kept employed. I have found that I can accomplish a great deal by having them memorize points that they will need soon. Of course it is kind of parrot work, but it does its own good. As soon as they can write and spell, I feel nine-tenths of my work is done."

This teacher taught First and Second Grades for years and succeeded admirably. She took the children according to their moods, that is, when she could not succeed in bringing them into the inclination she desired.

We now begin the work of the Second Quarter, First Grade, including topics 4, 5, 6 and 7.

TOPIC IV.

USE OF THIS AND THAT.-CLASS EXERCISE.

Teacher. In pointing out objects we use *this* when the object is near us, that when it is further away. Now, this is a pencil, but if Charley held it in his hand I should say that is a pencil. See, I have two pencils, I say these are pencils, but in Charley's hands those are pencils. Now you will change with me.

- T. This is a pencil.
- P. That ---

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- T. These are pencils.
- P. Those —.
- T. This is my book.
- P. That is your book
- T. That slate over there is broken.
- P. This slate is broken.
- T. This is a desk.
- P. That is a desk.
- T. These girls are good.
- P. Those girls are good.
- T. This pencil is shorter than that.
- P. That pencil is shorter than this.
- T. Those times are gone.
- P. These times will go.
- T. I know this, you know that.

This exercise can be extended to any number of objects and the pupils soon become familiar with the correct forms. We all know what an advantage it is to have these two words fixed from the beginning in

the minds of children. Review with this topic those of the First Quarter. Require the sentences and the words clearly enunciated.

TOPIC V.

THE ADJECTIVE.

TEACHER. We are now to talk about kind words. What kind of a book is this?

- C. That is a new book.
- T. What kind of a ruler is this?
- C. That is a red ruler.
- T. What kind of a pencil have I?
- C. You have a lead pencil.
- T. What do you think of the cover of this book?
- C. That book has a pretty cover.
- T. Pretty hardly tells the kind; handsome and costly would do better. This is a costly cover because it is made of rich material, and handsome because it is pleasing to the eye. What kind of a cover is this?
 - C. That is an old cover.
 - T. How do you know that it is an old cover?
- C. 1. Because it is broken. 2. Because it is soiled. 3. Because you can hardly read the letters on it.
 - T. How can you tell Mary has on a new dress?
- C. 1. Because you can see the creases on it. 2. Because it looks so bright. 3. Because it has no tears or spots in it. 4. Because it stands out stiff. 5. Because we never saw it before. 6. Because it is longer than her other dresses. 7. Because it is made in the new style. 8. Because she told us it was new and she is careful of it.

Teacher. Maud, tell me two kind words in speaking of Mary's dress.

Maud. Mary's dress is new and pretty.

TEACHER. Lily, you may tell me two other kind words in speaking of the same subject.

Lily. Mary's dress is bright and becoming.

T. Class, tell me something about this day.

CLASS. To-day is cold and cloudy.

- T. Something about your mamma?
- C. Our mammas are kind and good.
- T. And your papa?
- C. Our papas are loving and generous.
- T. Give me all the kind words you can think of in connection with this book.

C. That book is old and torn and soiled and dirty.

Like all exercises, the above can be multiplied as manifold as may be desirable. Is not this doing something in the First Grade? You have taught the noun, number, the proper forms of the neuter verb, the adjective, and before we have finished with the Second Quarter, First Year, we must teach the adverb and the pronoun.

TOPIC VI.

THE ADVERB COMPARED WITH THE KIND WORD.

Teacher. We are now about to learn something of *how* words. Class, what am I doing?

- C. You are writing.
- T. How am I writing?
- C. You are writing quickly. You are writing fast.
- T. How am I walking?
- C. You are walking slowly.
- T. How should we give our answers?
- C. We should give our answers clearly and distinctly.
- T. How should we pray?
- C. We should pray fervently.
- T. How must we speak in a sick-room?
- C. We must speak softly, sweetly, but distinctly.
- T. How must you handle things that are easily broken?
- C. We must handle them carefully.
- T. How must we treat our companions?
- C. We must treat them kindly.
- T. How am I writing now?
- C. You are writing carefully.
- T. What kind of writing is it then?
- C. It is careful writing.
- T. The girls in the next room write—how did I say?
- C. You told us that they wrote well.
- T. What kind of writing must they have then?
- C. They must have good writing.
- T. What kind of walking is this?
- C. That is slow walking.
- T. How did Jennie tell us at recess that her father drove?
- C. She said he drove fast.
- T. What kind of driving was it then?
- C. It was fast driving.
- T. How did we think Annie made her doll's dress?
- C. We said she made her doll's dress neatly.

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- T. What kind of a dress has Annie's doll on?
- C. Annie's doll has on a neat dress.
- T. In the story I told you to day I said the man frowned darkly. What kind of a frown.
 - C. He made a dark frown.

Try to draw from the children several examples of this kind. One that comes from children is worth fifty from the teacher, especially when she writes them down and gives the author credit for his thought. When they learn to write they can do a great deal of this work; now we must only wait and pray for patience.

TOPIC VII.

THE PRONOUN.

Who could have thought twenty years ago of teaching the child in the chart class where to use *I* and where *we?* This was kept until the last years of school and taught in "false syntax." Some of us remember one whole school year spent in *trying* to learn pronouns, and in the end the entire class failed in the June examinations.

Teacher. I shall speak of one object, the class may give more than one. I have my pencil.

- C. We have our pencils.
- T. I see my book.
- C. We see our books.
- T. This is my slate.
- C. These are our slates.
- T. I gave the ink to her.
- C. We gave the ink to them.
- T. I was at his house.
- C. We were at their houses.
- T. I knew him well.
- C. We knew them well.
- T. The child wrote his lesson.
- C. The children wrote their lessons.
- T. The man wears his hat.
- C. The men wear their hats.
- T. My time is up.
- C. Our time is up.
- T. Shall I stop.
- C. We will stop.

As before, let the teacher and pupils alternate with one, and more than one.

The next exercise is a difficult one, as it calls for the noun and pronoun in the sentence.

T. Mary, will you stand? Class, tell me who is standing.

C. Mary is standing.

T. Lilly, stand, please. Class, tell me what these two girls are doing.

C. Mary and Lilly are standing,

T. Mary you may tell me who is standing.

M. Lilly and I are standing.

T. Lilly may tell me.

L. Mary and I are standing.

T. Now, Jennie, you may stand with them. Class may say who are standing.

C. Mary, Lilly and Jennie are standing.

T. You may be seated. Class, tell me who were standing; tell of each one separately, and then of me.

C. Mary was standing; Lilly was standing; Jennie was standing; and you were standing.

TEACHER.

What was I doing?

And now?

What is Mary doing?

And I?

CLASS.

You were standing.

You are sitting.

Mary is sitting.

You are sitting.

T. How does this sound? You was standing and now you is sitting.

C. It does not sound right.

T. Will class give it correctly?

C. You were standing and now you are sitting.

T. Mary, you may tell me what you were doing, and what you are doing.

C. I was standing and now I am sitting.

T. Lilly, do the same, and Jennie.

(They repeat as did Mary.)

THIRD QUARTER—FIRST YEAR.

TOPIC VIII.

SPELLING.

We think that the words the teacher has been placing on the board and trying to have the pupils recognize from sight, are the ones to be used for the exercise this topic requires. In addition to these the ones which occur in their chart or First Reader, and lastly the words most

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necessary for their advancement in their Language work. The teacher must use her own judgment in this, as in all other things. What is found in books never meets the wants of all individuals. It is well it does not for the exercise of originality.

TOPIC IX.

WORDS PRONOUNCED ALIKE AND SPELLED DIFFER-ENTLY.

A list of these is on p. 16 P. Ed. The blanks to be filled out in this topic and the preceding one (see P. Ed. p. 2.) are good tests of the benefit the class has derived from the previous work. Of course at this period the filling out must be done orally, unless the teacher has been fortunate enough to have succeeded in teaching the little ones to write by this time.

TOPIC X.

The teacher's attention is here called to the *general errors* made by her children in their expressions. Among them may be such ones as, "He aint got no book;" "He don't know the place;" "We have got this page."

Use bring, fetch and carry in such sentences as the following, until the class understands the difference between them:

"Harry, bring me your book; now carry this coal-bucket out; after which go to the next room and fetch out a chair.

Make the class understand that fetch means to go and bring while carry supposes some weight to be mastered. Later, when the use of synomyms is introduced these words can be better explained. In making corrections, the pupils have been taught to use ought correctly, as, "May said fetch; she ought to nave said bring;" or, "May ought not to have said fetch for bring." This may seem too difficult just now, but we must follow some order for removing difficulties and why not use the one required by the Teachers' Manual? Children's minds, like older ones, can hold only a certain amount; let us try to give them what is marked out by our methods of teaching.

TOPIC XI.

STORIES—DESCRIPTION.

In this we see the good of Object Lessons. If they have been given in this grade the teacher will have no trouble with this topic. If not, then she must find for herself what the children can describe. In most cases little ones can tell a great deal about the *pictures*, statues

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and various other ornaments they have seen in Church. Also what they have seen in street-cars or if they have traveled on the railroad. There are any number of ideas gathered in their little heads that only need words to express them. If all these prove unavailing, teach them how to describe their little companions; this makes a most interesting and useful exercise. Let them tell you about their playthings; what they see coming to school; what their papas and mammas have told them; little stories that they have told within the Quarter; something about the last visitor they had in school; anything and everything that will make them talk. This is teaching to do by doing. This is language work in real earnest.

FOURTH QUARTER-FIRST YEAR.

TOPIC XII.

By this time the average pupil of First Grade is supposed to know how to write, and since this is what we have been waiting for there can be no want of matter for them to put on their slates and on the black-board.

Now they should be taught to write their first little letters. They can learn this by copying one of the letters in their grade, over and over until they know where the date, salutation and signature belong. Then they must use their own words and ask their own questions, just the same as they sign their own name. In this way they learn the use of capitals, punctuation and paragraphs.

TOPIC XIII.

This calls for the correction of errors heard in and around the school-room; of course, there cannot be much of this among children in the First Reader.

We are warned by all the educators of the day not to allow our pupils to see a word mis-spelled, or a sentence incorrectly put together.

TOPIC XIV.

The abbreviations called for in this grade are Mr., Mrs., Dr., St. and Av.

TOPIC XV.

This is a continuation of Topic XII. Before taking up Second Grade work let the teacher ask herself:

- 1. Can my pupils pass a satisfactory examination in the fifteen topics that are given in their's and the Teachers' Edition?
 - 2. If they cannot where am I to blame?
 - 3. What can be done to atone for that draw back?
 - 4. Can it be made up by constant reviews?
- 5. Did I prepare for each day's recitation and did I keep my class interested?

FIRST QUARTER—SECOND GRADE.

TOPIC I.

SORT-KIND.

In beginning this, as in all other beginnings, review carefully all that has preceded.

The use of this and that with sort and kind is one of the objects of this exercise;

It might be conducted thus:

- T. What kind of pencil is this?
- C. That is a black pencil.
- T. Do you like the sort of oranges that grow in Senora?
- C. I like the sort that grows in Los Angelus.
- T. You will remember, please, that we speak of but one of a **sort** or **kind**; it would not be correct to say those **sort** or these **sort**, neither those nor these **kind**.

Now we shall have another exercise wherein you will see that I speak of but one.

Each of my pupils must bring his exercise. Every one here must give his name. Not one of you must leave his seat.

I do not want one of my girls to lose her place in class.

Each of those five apples has a bad spot.

Every man in the army proved his loyalty.

Either of us has a mistake.

Neither you nor I is to blame.

Who among us all is ready to die?

Of all men, he was the most noble.

Are there a paper and a pencil on that stand? No, but there are a box and a magazine, both open.

Some teachers find this a difficult task for the little ones. In this case it can be given later and the exercise, as given in Pupils' Edition, on irregular verbs begun at once. We have been asked, "Is that exercise intended for the *Pupils*" or the *Teachers' Edition* of the

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Language book?" For both. It forms an interesting and enlivening dialogue between the teacher and her class, for this purpose it is necessary that both should have it. Then if the class be a fair size it can be divided, one part acting the teacher and the other the class. Again: for the first lesson we would take the class as far as the first remark on page 4, "leaving the future tense," etc., when the children go to their seats they are prepared to adopt the word take and treat it with stick; next day, the word catch; next day, bring, and so on, until you have dealt with a number of irregular verbs before leaving Topic II. We all know how much trouble we have had with those words, as pupils and as teachers; while most of the common errors include them. We cannot spend too much time in this drill, and the primary teacher must feel herself laying a mighty foundation if she does the work supposed by this exercise. We give here a list of the words we would use:

am	go	fling	fly	read	say
arise	bleed	bid	break	catch	grow
hang	have	blow	make	buy	come
dig	drink	awake	bear	choose	flee
fight	bring	build	brim	crow	dream
eat	fall	feel	find	forsake	freeze
give	grind	hide	kneel	know	lay
lie	make	pay	ride	ring	sell
shake	shave	shear	shine	shout	sing
shrink	slay	sling	sow	speak	spin
spring	treat	stick	stride	strike	swear
sturdy	tell	swing	swim	take	teach
thine	tread	write	slay	throw	see

TEACHER. Lotty, will you use see and now in the same sentence?

- L. I see you now.
- T. Give me the same sentence with yesterday instead of now.
 - L. I saw you yesterday.
 - T. With to-morrow.
 - L. I will see you to-morrow.
- T. Very good. Will you use the proper form of this word with exposition and have?
 - L. I have seen the exposition.
 - T. The same with to-morrow.
 - L. I will see the exposition to-morrow.
 - T. Use Mary instead of I.
 - L. Mary has seen the exposition.
 - T. The same with did.

- C. It was she.
- L. Mary did see it.
- T. Class will write sentences containing bring with now, then, to-night, last week, did, have, has, has been and have been. Also shake, take, say, threw, drink, teach, steal and sing.

A variety of ways are used in this exercise and all are very interesting. These sentences should be first used orally, and well understood: then the written work will not be difficult. It is well that there are only three topics called for in this Quarter, for those three are quite difficult. As these are reviewed throughout the work the teacher must not expect perfection from her pupils the first time they are being taken through it.

TOPIC III.

PROPER FORMS OF THE PRONOUN AFTER IS AND WAS.

- T. What class is reciting? Class, give me the answer, beginning with It.
 - P. It is the B Class that is standing.
 - T. Who is at the head of the class?
 - C. It is Ida that is at the head of the class.
 - T. Ida, will you answer the last question?
 - I. It is I that am head of the class.
 - T. Will the girl at the foot of the class tell me who is there?
 - P. It is I that am foot of the class.
 - T. Jenny, use who instead of that in your answer.
 - J. It is I who am head of the class.
 - T. Tell us that you and Alice are there.
 - J. Alice and I are foot of the class.
 - T. Who are foot of the class? Begin your answer with It.
 - J. It is Alice and I who are foot of the class.
 - T. Lucy, who is standing by the window?
 - L. It is I.
 - T. Agnes, tell me the same but without using Lucy's name.
 - A. It is she who is standing by the window.
- T. Alfred and James came late this morning. Who made the noise while we were at prayers?
 - C. It is was they who made the noise.
 - T. Lizzy, who made the noise just now?
 - L. It was I.
 - T. Who answered me? Class, answer without using Lizzy's name.

This, too, is reviewed several times, and you must only expect a beginning the first time. It may be asked, "Why have so little work in Pupils' Edition for this Topic? There is not enough to even give them an idea." This is true. But the work is not a self-instructor: indeed is nothing except in the hands of a good teacher. This exercise has been treated the same as Topic II. Teacher and class use it first as a dialogue; then the class divides, after which the teacher gives a dialogue she has prepared, and the next day each member of the class brings in his production. You have your hands full of exercises now, usually enough to last a week, for one-half of your class has not conceived the real purport of the exercise, and thus it takes you and the other half to show them how and where their exercise is not to the point.

And here is a word about written exercises in this grade. You must necessarily have more errors than truth. All the mistakes cannot be handled at once. The pupils are hardly accountable yet for miss-spelt words; but in copying from their Letter-Writers they should have learned where to use a period, where a capital, and, in these exercises, where to write the "T." and "P." Next, they should know the object of their exercise, and any departure from it calls for correction. These four points are all that can be considered until they are understood; then their spelling of ordinary words. All incorrect expressions should be talked over, in order that from the beginning the pupil knows the proper means of expression. You must repeat, repeat, repeat. We are now ready for the

SECOND QUARTER—SECOND YEAR.

TOPIC IV.

ADJECTIVES AND PRONOUNS.

As this is treated in the same manner as Topic III. we shall not repeat the method again. There is not much given in the Pupils' Edition, but he knows he must make his own dialogues and is sure he will have a book of his own. We do not make use of the pupils' efforts, if we did we would need very few text-books, except those of their making. (See Pupils' Edition, p. 7, for this exercise.)

TOPIC V.

POSSESSIVE SINGULAR.

I see Mary has a number of books on her desk. Perhaps she can tell me to whom each belongs.

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zy's name.

M. This is Johnny's pencil box.

This is my little sister's picture book.

This is Jenny's pencil.

This is Matilda's Geography.

This is mamma's Prayer Book.

T. I shall write all your answers on the board, and then the class must copy them just as they are written. Now I have some things here. Class may tell me to whom they belong. (Holds up various articles, class names them and tells the owners, such as the pencil is Edely's; the slate is Alfred's; the paper is Lizzy's, and so on. These answers are written, to be copied by the class.

TOPIC VI.

As this is similar to Topic IX., of First Grade, we will only give here the list of some of the words we would have *printed* on cards or written on the board:

be	read	road	ring	pray
pain	pail	pair	made	lead
lain	knew	grate	flour	fore
coarse	buy	broke	blew	ate
aunt	rose	sail	see	sum
stare	ware	whole	threw	toe
steal	ale	ought	bold	ball
bury	low	choir	cent	stake
cell	sees	throne	told	rote
weak	way	wait	made	him
idle	need	leaf	scene	prince
preserve	pride	rap	seas	praise

The following exercise will show the use to be made of the above words (see p. 8, P. Edition):

I knew the flower of that new dress would be spoiled by that flour.

Of course the thread is too coarse.

Johnny ate eight apples and then rode over a road where we pray he may not become a prey to some of those bad men who know no pity.

Buy me that picture that is by the side of the frame.

Wring this cloth, but be careful of your new ring.

Be busy as a bee each hour of our beautiful day.

Two little girls, too innocent to know evil, came to mamma because they were poor.

Would it be all *right* if John should *write* his lesson before he brings in the wood?

Mamma will *hear* us *here* and then we need *not* try to *knot* the tidy until to-morrow.

TOPIC VII.

The exercise given in Pupils' Edition shows the use to be made of this topic. As it is an exercise the children learn readily, the teacher has a good opportunity to review Topics II., III. and IV. They are a source of needful exercise throughout the entire course.

THIRD QUARTER-SECOND YEAR.

TOPIC VIII.

As each teacher knows best the words that her pupils find a difficulty in pronouncing we will add none here. Those given in Pupils' Edition show what is needed.

TOPIC IX.

Bright's requires in this topic to teach the proper use of learn, teach, don't, doesn't, good ways or long ways, used instead of long way, and the daily repeated off of, off from; or onto, as "onto the desk," "off of the stove," "off of the bark" for "off the bark," "take that off the stove;" "it came off the bark;" and so on.

Others say onto. This is vulgar. We say "He is on that road again; he is on his best behavior; he is on the line," and so on.

We shall now have an exercise on the use of will and shall.

In stating a fact the speaker says *shall* when he intends to do a thing—*will*, when he makes a promise, as, "I *shall* do so if nothing happens;" "Depend upon me, I *will* do so."

In speaking to another you use **shall** if it is in your power to force the person to do as you say: "You **shall** leave here this minute; it cannot be helped out, you **shall** go."

When we say to another "You will go to-morrow?" we really ask a question as to his intentions. It is the same as if we said, "You will go, will you not?" The same is true when we speak of persons: "He will go, I think; no use in talking, he will go."

But when you say "He **shall** go," you mean that some power is there to compel him to go. I **shall** write an exercise on the board which will show what I mean:

Intention—I, or we, shall go.

Promise—I, or we, will go.

Command-You, or he, shall go.

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The wish of another—Shall I, or we, go?
" " —Shall he, or they, go?
Intention—Will they go?

TEST EXERCISE.

APPLY SHALL OR WILL.

You — go, though you do not want to. You — be there, — you not? The time — not pass without my promise being fulfilled. If you like I — speak it again. Now, old clock, you — strike and strike again. We — not meet again.

In the after reviews of this exercise such sentences as the following might be given to class, omitting the word you wish them to supply.

1. You shall not enter now. 2. You will not refuse? 3. Shall I open this window? 4. Shall we go to your house this evening? 5. Will you be there? 6. And the others—what are they doing? 7. I shall be happy to see you. 8. Mamma and papa will be there. 9. We will be there, depend upon us. 10. Will you not promise? 11. I will to-morrow. 12. I will lend you the money. 13. I will always assist you. 14. I will be a friend to you. 15. It shall be hers. 16. Kingdoms shall fall and flowers shall wither, but my trust in you will end only with my life. 17. He shall submit or I dismiss him! 18. He will come to-night and then you shall accompany him home. 19. Shall I read to you? 20. I shall stop now. 21. I promise we will have more of this.

Now, my dear pupils, you will notice me and your companions in the use of **shall** and **will**, and when you are in doubt whether or not we are correct, ask, or hand in your doubt with your daily exercise. Many mistakes are made by all in the use of these words. Some of you have handed in exercises that read: "He **don't** know; he **don't** come here." Now, we would not say "He **do not** come here." What would we say? Certainly, "He **does not** come here."

Remember now don't is a shortening or an abbreviation of do not; doesn't, of does not. When we do not care to use does not, because we are in a hurry, then we may say doesn't; instead of do not we say don't; thus: "They do not (or don't) go;" "He does not (or doesn't) go."

EXPECT, SUPPOSE, SUSPECT.

We expect something that is yet to come; you expect your mother right; you expect a dress for your birthday; you expect to be promoted next month, but we must not use expect for suppose nor either of those for suspect. There is no reality in this word,

"You suppose we think you dull," but you are not sure of it, else you would say, "She thinks me dull." "I suppose you know it is time for the bell." Here again is a doubt. "I suspect there is some one who did not study at home last night." "I suspect some mischief that I do not see." "He suspected the truth, but he expected the boy to run to it." "I suppose the poor fellow was too frightened to know how he should act."

WHOLESOME-HEALTHY.

Now remember, my little ones, that good air, plenty of exercise, and pleasant occupations are *healthy*, because thy add to our bodily strength. What is *healthy* acts upon us, while we act upon what is wholesome. Bad food disorders our internal functions when they must act upon it, therefore bad food is unwholesome food. Those same powers are improved by healthy exercise in the pure air, especially if we have good company in which to enjoy all this. (As before, write such sentences as the following, omitting the words in question):

Do not use such food, it is —. She is very weak and needs some — occupation.

That is wholesome because it will not injure you, but it is not healthy because it will add nothing to your present needful state. He is a strong, healthy man. I cannot call it healthy reading, but it is wholesome—it will not do harm, neither will it add much strength to the intellect.

COMPLETE-FINISH.

We should be very careful, children, in the use of the word complete. There are few things in the world that can be said to be complete, for complete means lack of nothing. When we have done all we can to anything, or when we have reached the point required of us we have finished, though what we thus lay aside may be very incomplete. We often hear, "It is the most complete thing I ever saw." Here it is correct, for the person puts in a limit. The 18th example (page 9) given in your Language Book for correction, is, "My task is completed." Do you think it is within the reach of your little powers to complete?—No, hardly.

OF-WITH.

You will often hear, my dear pupils, "She died with diphtheria."

Now this really means that that awful disease died and she died at the same time, the same as if I said she went with me. Now, diphtheria,

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the following to supply.

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not promise?
13. I will
It shall be ther, but my
I submit or I
shall accomill stop now.

ompanions in thether or not aily exercise.

Some of you to the don't come here."

ere."

to use does
n't; instead
don't) go;"

expect your u expect to for suppose in this word,

unfortunately, is still alive, but the person in question, died from its poisonous effects in the body, that is, she died of diphtheria. Persons die of consumption; others of wounds; of croup; of various, but not with, these diseases.

If the Letter-Writer be properly used in connection with the Language Manual the teacher can have no difficulty in, little by little, showing the children what must be used, and what avoided.

N. B. You are teaching how to speak correctly, by speaking correctly.

TOPICS X AND XI.

These call for Letter-Writer work. (See P. Ed., p. 10).

FOURTH QUARTER-SECOND YEAR.

TOPIC XII.

Add to the incorrect sentences given in P. Ed., p. 10, any words that you heard your pupils use or any corrections that you find the most necessary.

TOPIC XIII.

SIGHT-READING.

The Letter-Writer has been used to satisfy this demand for the last two years; and, unless in some cases where the pupil could not be promoted and is therefore apt to know these little letters by heart, there is no need of any other book. But should the teacher see that a change would be beneficial she can easily manage to provide some sight-reading. A good plan is to have the children bring some selections from their homes, and after glancing through the variety, select that which may be deemed the most beneficial. If there be time, it would be well to have the selections of each used, but if not, some extra half-hour within the month can be secured for selected pieces. These hours are made very entertaining by some teachers, and there can be nothing more serviceable for the development of bright, earnest, intelligent readers. We all remember how much we thought of our Friday afternoon entertainments, when we recited or read something we had looked up and found ourselves. And here we would say that we can see no need of a text-book for reading higher than the third, unless a set of Readers something like Wilson's should be presented to us, in which case there is something more derived from the readinglesson than learning to pronounce words. Children have books enough

to purchase without paying \$1.00 and \$1.50 for Fourth, Fifth and Sixth Readers. (This Topic as given on p. 10, P. Ed.)

TOPICS XIV. AND XV.

Refer to P. Ed., p. 11, and now comes the time for reviews. Remember Topics I., II., III. and IV. of the late grade. These cannot be reviewed too often. The pupils are able to write in this grade, and they should have constant work,—not for the sake of the work, but for the purpose of teaching what the various topics require.

FIRST QUARTER—THIRD YEAR.

TOPIC I.

For this also see Topic I., and having assured yourself that you have done your duty to the fourteen points of the First Grade review, also those of the Second Grade, then proceed to the work in the Third Grade, viz., common, singular, plural and possessive nouns. The examples given in Pupils' Edition show what is required. For slate exercise the following has proved successful:

NOUNS.

PROPER.	COMMON.	SINGULAR.	PLURAL.	POSSESSIVE.
Mary	slate	slate	slates	Mary's
St. Louis	desk	desk	desks	Friday's
Friday	pencil	pencil	pencils	Dr. Scott's
Mr. Lyons	girls	girl	girls	Father's
Dr. Scott	boys	boy	boys	Henry's
Fr. Henry	horses	horse	horses	Joseph's
Mrs. Murpl	hy grass	grass	grasses	Laura's
Kate	trees	tree	trees	Kate's
Lizzy *	flowers	flower	flowers	Lizzy's

In arranging columns of this kind we find the Letter-Writer very convenient: 1. Because all the children have them, and even if our grades are mixed it will not matter. 2. The letters of these grades are short; they contain child-like expressions and words such as the class can understand and use.

TOPIC II.

Here again we have the Irregular Verbs. Remember the words in Topics I. and II., Second Grade. To those add the different forms

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if not, some lected pieces. nd there can ght, earnest, leaght of our and something ould say that an the third,

presented to the readingooks enough of the words given on page 27 in Teacher's Edition, and require written exercises handed in, to prove that the work is well understood. The teacher must work here. No book can guide her. The sentences on p. 13, Papils' Edition, show the child how he is to proceed.

TOPIC III.

Adjectives after look, seem, feel, taste and smell. This is explained in Pupils' Edition.

TOPICS IV. AND V.

These are also sufficiently explained in Pupils' Edition, but like Topic III., they must be constantly reviewed, and pupils must hand in exercises from time to time, showing that they understand those three important points. Another way of making them familiar with such points is to call their attention to sentences containing the words, and thus showing their proper use. Take some of the letters which may contain these sentences, and take as many from the selected letters as can be found. Then let the pupil do the same with three or four letters for to-morrow's exercise.

TOPIC VI.

In the list of words given on p. 16, P. Ed., have the children name the *vowels* and *consonants*. Select from the Catechism, Reader or children's exercises, words with which they have had a difficulty in pronouncing or spelling. Make them give the sounds of the *vowels* contained in each word; show the accent and its use by changing the mark from one syllable to another, that they may see the effect; have them give the number of syllables; tell which is accented and then *pronounce* a number of words that have the same number of syllables. Children must be taught as early as possible the use of the dictionary. It would be well if each could be furnished with a pocket edition of Webster.

TOPIC VII.

Use the words given in Pupil's Edition in sentences, at least as many of them as may be practicable. It is one of the best exercises the pupil can work at.

TOPIC VIII.

USE OF DICTIONARY.

Select difficult words in daily lessons.

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TOPIC IX.

ABUSE OF WORDS, LIKE-AS.

T. See the sentences that I now write:

Do as I do. He looks like his mother. Write as I write. He acted as he always does, like a coward. It is as cold as ice. He is like no one. I am as happy as a lark. He comes as the night comes.

T. If you pay attention you will see that *like* is followed by an adjective only, while *as* must have a verb expressed or understood. After a while, when you know more of verbs this will be clearer to you. In the meantime, when I notice you use *like* for *as*, or *as* for *like*, I shall call your attention thereto.

FUNNY.

Another word we are apt to use where we should not is funny. We hear that is a funny house; she is a funny girl; that is a funny story; you are too funny for anything; and a host of such expressions. Strange or queer are the proper words for such purposes. A strange or queer girl, a strange story, and so on.

CUTE.

Another word we use, especially when speaking of children. She is too cute; I think it is real cute; Oh, it is just too cute for anything. A child may be interesting, bright, attractive, winning, playful, but it cannot possibly be what we term her, sharp, which is the chief meaning of the word acute, from which cute is taken.

SOME FOR SOMEWHAT.

Use somewhat in such sentences as: I am somewhat better today; she has somewhat recovered from her cold; He is somewhat of an artist; it is somewhat colder to-day than yesterday.

LESS-FEWER.

Say Henry has made fewer errors than Ambrose. There are fewer pupils than we ever had. I never saw fewer persons assembled. Fewer came than ever. The number was less than ever. We must have so many, more or less. Less and less they became.

BANISTER FOR BALUSTRADE.

The balustrade around the statue is of wrought iron richly gilded. Do not slide down the balustrade. The balustrade of dark oak was rich and heavy. We could not walk without leaning on the balustrade. Be careful to pronounce cupola as it is spelled not as though it were spelled cupalo.

From the pages of these exercises "Abuse of Words," take any of the examples that you may think of use to the class, that is, if there be time.

FOURTH QUARTER-THIRD YEAR.

TOPIC X.

POSSESSIVE, SINGULAR AND PLURAL.

- 1. The boys' apartments are well kept.
- 2. The children's recreation grounds were alive with shrubs.
- 3. I think you will find it in Roberts' store.
- 4. It belongs to the three Henries.
- 5. Those are the captains' apartments.
- 6. 'Tis the spring birds' favorite haunt.
- 7. The summers' charms in Russia.
- 8. Thomas's book store may have it.
- 9. Such was Richmond's dreadful fate.
- 10. Mary's and Ella's exercises are the best.
- 11. Oscar's shot was true.
- 12. Time's decree at last has spoken.
- 13. Death's dread victory crushed all.

Other sentences made by the pupils should be freely used, as there are many blunders made under this head.

TOPIC XI.

Corrections of wrong expressions heard in and around the schoolroom. Do not look for them in the Grammar.

TOPIC XII.

Select abbreviations from the Letter-Writer, p. 77, Part I.

TOPIC XIII.

In this Topic Bright calls for written productions. Unless the children do better than usual in letter-Writing at this date, it is more profitable to keep them at this than at any other work.

TOPIC XIV.

LETTER-WRITING AGAIN.

See pp. 2-10 L.-W., Part I. Can the children of this grade answer those questions? Do they know the rules for punctuation required by School Manual, and the abbreviations of page 77?

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EXERCISES FOR THIRD GRADE.

The children are now able to write, and Bright recommends short stories. We give the following exercise to show the young teacher one means of making the work interesting. First we have the outline, then the story. After this exercise have the pupils make outlines from the stories in their Readers.

"JOHNNY'S SURPRISE."

OUTLINE. -1, Time of year. 2, The date. 3, The weather. 4, Who is Johnny? 5, Where does he live? 6, Has he a papa? A mamma? Sisters and brothers? 7, Have these anything to do with the story? 8, What about the surprise?

The Story .- It is around the Christmas holidays, in the year 1886. The day is clear and cold. There is excellent sliding and skating for the boys, and good sleighing for those who can secure the use of horses. Johnny, one of the boys belonging to the Christian Brothers' College—a little lad of about ten years, is on his way to school. He lives in the Western part of Pennsylvania, and has a good papa and mamma. He is an only child, and is everything his parents could wish.

Sometimes he becomes very lonely and wishes very much that he had some children of his age with whom to play. His papa often heard this wish, and so resolved to give his son a great surprise for New Year's.

Johnny wondered what the holidays of this year were to bring him, and the day of which we write he was thinking and thinking what he would like. He had almost everything that a child could wish for, and yet he felt that something would come this year.

Just as he was turning the corner near the college, the day of which we write, he saw his papa coming toward him with a little boy about his own size. He held the hand of Mr. Wells, Johnny's papa, and when the latter told his son that this boy was going to spend the holidays with them, Johnny was delighted.

Christmas came and went, and oh! how Johnny dreaded the New Year to begin, because his papa said that then little Will would have to be at his own home. Johnny had grown to love this boy so dearly, how could be ever part with him?

New Year's Eve was greeted, and Mr. Wells came into the room where the two boys sat playing. Johnny grew pale. His hour had come; he must part with his dear companion.

Imagine Johnny's surprise when his papa said, "My son, if you so wish it, Willy may stay here and be your brother."

"Be my brother!" shouted Johnny, while Willy fell on his knees to thank the dear, kind gentleman, who had promised his (Willy's) dying mother to take care of her fatherless child, now so soon to be without the other parent. And this was Johnny's surprise. Do you not think it was a grand one?

Change the story to correspond with this outline:

Outline.—1, The place. 2, The date. 3, The weather. 4, The family. 5, Brothers and sisters. 6, Johnny. 7, The surprise.

Story.—In the Western part of Pennsylvania, during the Christmas holidays of 1886, there was excellent skating and sliding for boys, and good sleighing for those who could afford the use of horses.

Mr. and Mrs. Wells had an only child, to whom they were a good papa and mamma. He had often wished for brothers and sisters, for sometimes he became very lonely.

Johnny was one of the boys who attended the College of the Christian Brothers, and the morning of which we write he was on his way to school. Just as he was about to turn the corner near the school, he saw his papa coming toward him, etc. (Finishing the same as above, except to bring in Johnny's surmising as to what the holidays were to bring him.)

ANOTHER OUTLINE.—1, Johnny's exclamation. 2, The cause. 3, Willy. 4, The holidays. 5, Year and weather. 6, Johnny's papa and mamma. 7, One of the causes for taking Willy. 8, Where, when and how the boys met.

A very good exercise for little ones who find story-telling difficult is to take the stories from their Readers and make outlines for them, then change these outlines as we have shown.

AUTOBIOGRAPHY.

Have the pupils write an account of their own lives after the following outline:

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OUTLINE.—1, When born? 2, Where? 3, When and where baptized? 4, By whom? 5, Names of godfather and godmother? 6, The earliest event of interest that you can remember? 7, Your likes and dislikes up to the age of five years? 8, Your first ideas of learning? 9, Your first school days; what you thought of your teacher, your companions, the school building, the walk or ride to school, and every other point connected with those given? 10, Mention something of the lives and country of your parents, and tell which of them you are told you

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and where bapmother? 6, The Your likes and as of learning! acher, your com-, and every other hing of the lives ou are told you resemble. 11, Say something of your present condition; where you live, the school you attend, the class, your companions, your teachers; to what parish your parents belong; the name of your pastor; your feelings toward the same—i. e., are you indebted to him for some special kindness, is he particularly interested in your school, your family, perhaps in your own individual interests? 12, What are your life prosects; your wishes for the future? 13, What are the probabilities in regard to your vocation in life? 14, What at the present time are your ikes and dislikes?

These are questions which every child who is able to write can answer, and who can say that the answers in orderly succession will not form a most interesting composition?

After the class has had three or four exercises in this branch, let them use for sight-reading some selected biographical sketches (those written by the history classes should be good examples). After reading those and comparing the history work with what they themselves have written, it will be an easy task to provide similar ones.

Another exercise which has proved of great interest to children of this and higher grades is writing the history of the city in which they live

The questions asked of the cities mentioned in the "Review" are good ones for the purpose.

Then the Letters describing the same must be an aid to the pupil.

Thus the pupil has learned the following species of prose composition:

- 1. Letter-writing.
- 2. Imitations on the same subject.
- 3 Imitations on different subjects.
- Description of persons and things. (This includes Objects and Science.)
 - 5. Autobiography.
 - 6. Biography.
 - 7. History.
 - 8. Travels.
 - 9. Dialogue.

Nothing very perfect can be expected at this time, but the teacher must know the work to obtain even the crudest results.

We are told that the teacher must be satisfied with the pupil who receives and retains one-third of what she has aimed at imparting. Our teachers do not write as much as they should. It is a false idea that they cannot. Could they do anything without making an attempt? And we know that a number of teachers never attempt to compose or even to imitate. Of what use is the child's education if by it he cannot add something to the pleasure of others?

If instead of diving into the intricacies of Analysis the pupils were taught to read intelligently such a work as that of Rev. C. Coppens' "Introduction in English Rhetoric," the minds of both teacher and pupil would be improved and prepared for the composition work that Bright supposes in the lower grades.

The chapters marked Science Lessons and Object Lessons give an idea of what is to be taught under those two headings, and if they be well taught there can be no possible reason why descriptions should be difficult.

The diagram that we have used in the Manual is taken from three different sources—Irish, Harvey and Mesgan.

The symbolizing is according to Green, and seems the simplest and quickest method. We give a few examples:

- 1. Water flows .- S. P.
- 2. The water flows .- A. S. P.
- 3. The water flows gracefully .- A. S. P. v.
- 4. The water in our well flows out in torrents.—A. $\left\{S.P.\right\}$ v. 2. A. $\left\{S.P.\right\}$ v. 2. v.
- 5. The water that sometimes flows out of the well is not that which we had for dinner.—A.³ $\left\{S.P.\right\}_{A.V.}^{2.3}$
 - 6. Joy and grief succeed each other .- S. + S. P. o. A.
 - 7. They make money their god .- S. P. o. A.
 - 8. Give me that book.—S. P. o. o. A.
 - 9. Lend me thine ears. -S. P. o. o. A.

RULES FOR SYMBOLIZING.

S.—Subject; P.—predicate; a.—adjective element; o.—objective element; v.—adverb.

The class of the element is marked by the exponents 1, 2 or 3, as the elements may require.

Compound elements and sentences may be represented by + signs, as, Henry and James are brothers.—S. + S. P. ²

The teacher is free to make use of any method of diagramming already established, or better, to arrange one of her own.

There can be no arbitrary rule for this, because no method can cover the variety of sentences in the language.

Parsing and analysis should only be considered as an aid to the proper placing of our words. Actual work is the main thing. Write and correct; know why this is correct and that incorrect. It will take time and study, but 'tis worth both. If the oral work be well done, the Grammar need only be read.

How many have tried the Mind-Pictures? We have, and they

work like a charm. When you cannot get a composition or story any other way, try this. All close eyes. Teacher tells what she sees, calls on one of the pupils to do the same, then on another, a third, a fourth, and so on.

After an exercise of this kind you cannot fail to secure at least some good results; then try the Eye-Picture; next, the Live-Picture, or scenes witnessed in going to and from school. Be sure and impress on the minds of your pupils, all they practice in such writing, viz., 1, Penmanship. 2, Spelling. 3, Punctuation. 4, Use of capitals. 5, Memory or imagination. 6, Descriptive powers. 7, Original thought.

If all this can be done at once can any teacher say that her children have no time to write compositions?

The pupil can better afford to lose her reading, writing and spelling classes than to allow one minute of time for written exercises to be wasted.

We here annex some of Col. Parker's remarks on these three allimportant branches:

READING.

"Carefully introduce each word which of itself recalls an idea, by first presenting the object, sketch or representation of the object, or by bringing the picture of it vividly to the child's mind by means of conversation or questioning.

"All words that do not recall ideas except in their relations, should be taught, in phrases or sentences.

"Try to make every thought and its expression real to the child, and when it can be done, suit the action to the word.

"Be sure the child has the thought before you allow it to make an attempt to give it.

"Have the child obtain the thought by means of the written word, and not by hearing the sentence read.

"Do not teach emphasis, inflection and pauses by imitation, Thought will control expression. If the thought is in the child's mind in its fullest intensity the expression will be appropriate.

"Train children to read in pleasant, conversational tones, free from harshness, monotony, or artificially.

"Never allow the children to read carelessly, or to guess at the words.

"To arouse a desire for new words and a love for the reading lesson, observe the following rules: Teach the words very slowly at first. Put the words taught into many different sentences. Write short sentences, and then make very slight changes in them—generally of a

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single word—in order that the children may be successful every time they try to read a sentence.

- "Wait patiently until they grasp the thought, and if they are dull, be very patient.
- "Have always a bright picture behind each word or sentence, which the child shall see vividly with his mind's eye.
- "Have the pupils read everything they write. Use short sentences.

BAD HABITS IN READING.

- "First, I would say, no matter what grade the children may be in, put them into the easiest possible reading, even if you have to begin with the First Reader.
- "Dialogues, brisk, sharp dialogues, are very good. Drop oral reading for a time and lead the children to see vividly the picture that lies behind the words. Have them tell you in their own language what they see in the word-pictures.
- "When they are very much interested, and are talking with great freedom, ask one to read a short sentence. The pupils will feel the shock (if the teaching be skillfully done) from cheerful conversational tones to dull, prosy word-pronouncing.
- "Two kinds of reading exercises, at least, should be given to the pupils. First, exercises in which every new word is carefully taught upon the blackboard, before the lesson in the book is read. Second, tests in which the pupils try to read new selections without preparation. These tests should be frequently given—once a week at least. The same general rule should be observed in teaching reading in books. Do not let the child read a sentence aloud until he knows its words and its meaning. If the sentence is long he should be allowed to express the thought by phrases or clauses. As a rule do not let the pupils in a class know who will be called upon to read next.
- "Reading and composition should be taught together, the one assisting the other at every step. Let pupils read what they write from copy. from dictation and in composition. If pupils are trained, as they may be, to express thought correctly and easily in writing, their compositions may be made as profitable as supplementary books in teaching reading. Let pupils read one another's compositions.
- "Never allow a child to read a sentence till he has the thought in his mind, and never allow him to express the thought in any other way than by talking. If he does not talk well, train him to do so orally, by object lessons.
- "Introduce all new idioms in the same way. Repeat the words until you are sure they are thoroughly known.

SPELLING.

"Reading and spelling should come first in the child's school life, so as to finish them and get them out of the way.

"We learn to do a thing by doing it; by doing it repeatedly; by doing it right every time; by doing it until it is well done. It follows, then, that we learn to make a word by making it; to make it accurately by making it accurately; to make it easily by making it many times.

"What is the purpose of spelling? During the first year it is entirely to prepare for composition, or 'talking with the pencil.' Indeed, all spelling is for the sake of composition, and has no other purpose. A letter vocabulary can be gained better by writing than by reading. I would never allow a child either to see or to hear any wrong forms. When they get into the High School they may come in. In dictating, read the sentence in your best voice, and read it but once.

WRITING.

"The foundation of spelling should be learned entirely by writing. Do not allow the children to try a new letter until they have mastered the one upon which they are working. In this way you will teach writing once for all, and there will be no need of pursuing it as a study in the grammar grades.

"I trust that I shall live to see the day when both Reading and Composition will be beautifully taught by the inspiring stimulus of facts, gained from natural objects, that will lay a grand foundation for a future knowledge of all the Natural Sciences."

SCIENCE LESSONS.

Questions that Pupils of Third Grade Should be Able to Answer.

The children are now so familiar with the oral lessons given from "Child's Book of Nature," and the teachers are supplied with the questions given for the past years, that we leave the framing of any new ones to each teacher and give here only some questions for the Third Grade. Besides those that follow the teacher may use any others that will answer the requirements of the School Manual.

- 1. Describe the branches, outlines and leaves of the horse-chestnut.
 - 2. The bark, leaves and fruit of the walnut tree.
 - 3. The height and blossoms of the sassafras tree.
- 4. Give the varieties of the willow tree, and say what you can of each.
 - 5. Name and describe some of the oak trees.

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- 6. Give the height of the tulip tree; describe its trunk, leaves, blossoms and foliage.
 - 7. What can you say of the apple tree?
- 8. Name other fruits belonging to the same family as the apple tree.
 - 9. Give the name of this family.
 - 10. Describe the peach and nectarine.
 - 11. Name fruits that grow on bushes and vines.
 - 12. What is a vine?
 - 13. What can you say of the prairie rose vine?
 - 14. Describe the blossom of the wistaria vine.
- 15. What can you say of the red and yellow trumpet honey-suckle when planted together?
 - 16. What do the blossoms of the trumpet creeper resemble?
 - 17. Describe the European and American ivies.
 - 18. For what are Bourbon roses remarkable?
 - 19. Mention some of the colors of the perpetual rose.
 - 20. In what does the tea rose surpass all other roses?
 - 21. Name the more common spring flowers.
 - 22. Name the different kinds of ordinary grasses.
 - 23. Say what you can of each.
 - 24. What can you say of mosses and ferns?
- 25. Explain the difference between the seed of the oak tree and the date-palm.
- 26. What difference can be seen in the outward growing of plants from two-lobed seeds and those growing from an undivided seed?
 - 27. Mention some trees and vines that grow from two-lobed seeds.
- 28. Why are plants belonging to the second division of vegetable growth called inward growers?
 - 29. Name growths of this division.
 - 30. In the forest tree which portion is the sapwood?
 - 31. Which part of the corn-stalk is the hardest!
- 32. What are the two general classes called into which trees, shrubs and flowering plants are divided?
- 33. What is the first thing we can detect as a seed begins to form in a living plant?
 - 34. Explain the progress of its growth.
- 35. How soon can we detect to which of the two general classes the plants belong?
 - 36. Explain "cell" life.
 - 37. Of what does yeast consist? Mildew?
 - 38. In what do the animal cells and vegetable cells differ?
 - 39. What effect has boiling on the cells of potatoes, turnips. etc ?
 - 40. What are ducts?

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42. How is the covering of plants called the cuticle formed?

43. What are the duties of the root of a plant?

44. Mention some changes produced in plants by cultivation.

45. What can you say of the stems of plants?

46. Mention some of the flowerless plants.

47. What can you say of the baobab tree?

48. Of the great trees of California?

49. What can you say of the stem of the cactus?

50. How are leaves named according to duration?

51. How do the leaves of cold and warm climates differ?

52. Describe the operation of budding and grafting.

53. Name some plants that are propagated from tubers or bulbs.

54. How are roses, vines, etc., propagated?

55. Mention the four parts of a complete flower, and define each.

56. What can you say of the dispersion of seeds?

57. Define anther, pollen, ovary, style and stigma.

OBJECT LESSONS.

As our houses are supplied with so many books of reference, and as we know of none in which there is not a copy of Sheldon's "Lessons on Objects," we refer the young teacher to this book for information on common objects.

We recommend to her, in a special manner, Lessons III., IV., V., VI. and VII. These will give her an excellent method of conducting this recitation, and by preparing her subject carefully, she can present other subjects to her class in a like interesting manner.

To give an oral lesson well, the teacher must be *original*, and in giving Object Lessons one must be prepared for a multiplicity of questions coming from the interested and eager little ones.

We would suggest, should the teacher wish to introduce subjects different from those presented in "Sheldon's," that the family diningtable be taken: this presents a variety of objects.

The table. Of what is it made? To what kingdom does the material of which it is made belong? What is the name of the tree from which the timber is made? What is the shape of the table? Its height? Its color? Is the latter natural or artificial?

The table cloth. What color is it? Of what is it made? From what kingdom is this material obtained? Can you say anything of the growth and cultivation of this plant? Do you know how it is manufactured into cloth?

Knives. Of what use are they? Of what are the blades made? The handles?

Spoons. Describe their form, the material of which they are made, and their uses.

Glass and Pottery Ware. Describe the material of which each is made and the process of making.

Pewter, Tin and Silver Ware. Describe shape, process of making, and say what you can of each of the three minerals.

Food .- Bread. Of what made?

Describe the growth of the grass; the different kinds; its uses; process of making flour and then bread.

Indian Corn. What food is made from it? Its growth, etc.

Rice, beans, peas, tea, coffee, sugar, salt, oil, vinegar, pepper, milk, water, etc., will form ample matter for the four years' Object Lessons. Most of the information the teacher may need can be found in Sheldon's Lessons on familiar objects. The objects which children meet on their way to and from school should also be used to satisfy this portion of the daily programme.

The object lessons must be given in general, as no primary teacher can give three different object lessons a day.

Though the School Manual mentions object lessons in connection with first and second years only, we would advise their use through at least the four lower grades.

The answers for the Science Lessons may be found in Child's Geography of St. Louis and in Wilson's Fourth Reader. The answers to questions on Object Lessons may be found in Sheldon's Object Lessons. Those in the Language Lessons, in Letter Book, Part I.

We shall now finish Third Grade by some extracts from

REV. C. COPPENS ON OBJECT LESSONS.

"Object lessons are exercises in objects that fall under the senses. In these lessons children are trained to notice these objects with care, to observe their parts, their qualities, their actions; the sources whence they come, the means by which they may be obtained, the uses to which they may be applied, and so forth.

The chief advantages derived from object lessons are:

- 1. They cultivate habits of attention.
- 2. They lead to greater distinctness of perception.
- 3. They store the mind with useful knowledge.
- 4. They cultivate a taste for what is real.
- 5. They develop the habit of tracing effects to their causes and following out causes to their effects.
- They make the child acquainted with numerous words not learned at random and vaguely understood, but exactly suited to the clear ideas understood.

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8. The exercises may be so conducted as to introduce various portions of grammar; for instance, the distinctions between nouns, adjectives, verbs, common and proper nouns, gender, number, case, etc.

9. They afford the teacher opportunities to introduce in a natural and interesting way information concerning plants, animals, countries, nations, historical facts; above all, moral and religious principles and maxims, and to point out the evident marks in all things of the wisdom and love of the Creator.

10. They may easily be directed to the cultivation of good taste. It must be remembered that object lessons properly apply to such objects only as are actually presented to the sense of the learners. The exercises here set down enlarge this field so as to include other objects not actually observed, but known to exist under given circumstances. Great fidelity in describing things, as they really are, is strongly recommended; exactness is one of the chief qualities of good writing.

In writing these exercises be sure of every statement you make. It is no shame for one to acknowledge himself ignorant of many things, but it is a shame to pretend to know that of which he is ignorant. Attention to this rule forms an upright character, besides imparting clearness to the knowledge acquired.

Object lessons may be indefinitely multiplied and diversified with judicious applications to Botany, Mineralogy, Geology and other natural sciences. But care should be taken not to attach undue importance to the study of these subjects.

A man's own observation is naturally limited to a small number of objects, and even about these he generally needs instruction from other persons.

Reading opens up a wide field of knowledge, but in this field many wander and lose much precious time by reading what is of little or no use. Young people should accustom themselves early to seek for books that are instructive rather than trifling.

They may read to advantage books of travel, books on natural history, the lives of great men and the histories of various lands. But even among such works they should be guided to select the most truthful and reliable. Works of fiction readily fill the mind with false notions of men and things; still, when judiciously selected, they may serve a useful purpose.

Object lessons, while giving the *learner* ideas of a multitude of things, supply him at the same time with words or terms by which those ideas are to be expressed. This way of learning words in connection with the objects signified imparts clearness to knowledge; but it cannot

extend to a great variety of things. Most words in a language are to be acquired by reading and conversation. As terms stand for ideas, an enlarged familiarity with words and their meaning extends the limits of our knowledge, and thus is an important part of education. It would not, however, be correct to say that a man's knowledge is valuable in proportion to the multitude of words he has learned to understand, for some matters are far more worthy of knowledge than others.

From all this it follows that exercises selected for the young should:

- 1. Make them familiar with a large number of words.
- Aid them to understand those words clearly in their various meanings.
- 3. Fix their attention, by preference, on those words which represent the most valuable ideas.

It must also be remembered that words found in print or heard in conversation are not all equally fit for use; precepts and exercises will train the pupil to make a proper choice."

FOURTH YEAR.

TOPIC I.

USE OF THE TERMS VERB, PRONOUN, PRESENT, PAST, FUTURE AND PERFECT, AS APPLIED TO VERBS.

Beginning this year, and especially this Topic, the exercise on the Breaking of the Stick, pp. 4-7, should be thoroughly reviewed and special stress laid upon have, had and has: the pupils may be told that in sentences containing these we have the perfect tense, or, an account of an action just finished, whose results are continuing. It would not be out of place here to tell the class that when we speak of actions with yesterday, last night, this morning and so on, we tell of something that is past and this is called past tense or In speaking of something in connection with to-morrow. next week, etc., we refer to what will take place and this is known as future time. Actions going on when we are giving the account of them are present and these are said to be in present tense. Now we come to the perfect tenses. An action completed at present time is said to be in the present perfect tense and must be expressed by have or has, according to its subject: 1. I have finished writing. 2. He has finished copying. 3. They have recited. 4. He has come regularly. 5. It has been finished. 6. We have not received our letter yet. 7. She has been dreadfully

disappointed. 8. We have done our part as well as we could.
9. They have parted forever. 10. We know we have sinned.

When an action has been completed at or before some past time it is said to be in the past perfect tense. 1. They had just gone when you came. 2. It was too late, the papers had been read. 3. We had not arrived when you came. 4. The time had passed, so I could not go. 5. We had not received your letter when I left.

As the pupils readily see that have and has is the sign for the present perfect, while had shows the past tense, so he will recognize the future perfect by the use of shall and will. An action that is to be finished at some fixed future time as: 1. I shall have it all finished very soon. 2. They will have gone ere he returns.

3. They will have been there six weeks next Tuesday. 4. You will have been sentenced before you reach them. 5. Will they have their work finished by that time? Here is a first-class place for the use of shall and will. Though Bright warns us against definitions, this is one of the cases where we believe it is easier to give them than to teach exercise without them. Let each teacher judge for herself.

TOPIC II.

Can be taught from the Readers or Letter-Writer.

TOPIC III.

RULES FOR CAPITALS.

Have the pupils learned those required by the School Manual?

TOPIC IV.

RULES FOR FORMING THE PLURAL OF NOUNS.

Nouns and pronouns meaning but one, are said to be in the singular number. Nouns and pronouns meaning more than one are said to be in the plural number.

The plural of nouns may be formed by adding s to the singular; as, fences, rivers. By adding es to the singular when it ends in s, ch, sh, or x; as taxes, churches, wishes, classes. By changing y of the singular to i, and adding es when the singular ends in y preceded by a consonant; as, armies, berries, fancies. By changing f or fe into v or ve and adding s or es; as knives, wolves. By changing the vowel or vowels of the singular; as, man, men, foot, feet, tooth, teeth. Some nouns distinguished by quantity instead of number have no plural; as, gold, silver, tea, pride. Some nouns have no singular;

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as, bellows, scissors, ashes. Some nouns are the same in both numbers; as, sheep, deer, swine, species. Words composed of a noun and the adjective *full*, have the regular plural; as, pailful, pailfuls; handful, handfuls.

Words composed of a noun and an adjective have usually the plural ending added to the noun; as, knight-errant, knights-errant. Words composed of two nouns have the regular plurals; as, tidewaiter, tide-waiters. A few compound words vary both parts; as, manservant, men-servants. Words composed of two nouns connected by a preposition have the plural ending added to the first word; as, sister-in-law, sisters-in-law. Letters, figures, and other characters are made plural by adding the apostrophe and s; as, three 2's, five b's. Many words from foreign languages retain, for a time, their original plural; as, analysis, analyses; radius, radii; datum, data; vertebra, vertebrae. Collective nouns are treated as plural when the individuals in the collection are thought of, and as singular when the collection as a whole is thought of.

Some nouns have two plurals, differing in meaning, as:

Brother { brothers, of the same family. brethren, " " society.

Index { indexes, tables of reference. indices, signs in algebra.

Genius { geniuses, applied to human beings. genii, " spiritual beings.

Penny { pence. pennies, species of coin.

The *number* of a noun may be determined, not only by its *form*, but also by the *verb*, the *adjective*, and the *pronoun* used in connection with it.

The above, together with the fifteen requirements given on pages 21 and 22, Pupils' Edition, will test the knowledge of the pupils, and remind the teacher of the points to be brought up. This grade calls for a great deal of review work, and it is well, for the Fifth Grade is a sort of stepping-stone into Technical Grammar.

TOPICS VII. and VIII.

Are treated in Pupils' Edition, pp. 22 and 23, as a conversation concerning some of the letters. In has been objected that in some of our schools, where a large number of the attendance is non-Catholic, that there is too much religion in the Language Manual, which is true when viewed in this light, but when arranging it we did not think it would be so extensively used. In any case we would not take this dialogue more than once, and when the pupils compose their own they need

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conversation t in some of non-Catholic, which is true not think it take this diaown they need not introduce religious topics. Something on science, read by the class and then recommended to the pupils as a subject for their dialogue, would be just the exercise for this occasion, or else some historical facts It is the teacher, not the text-book, that must accomplish ends.

In Topic VIII., Bright calls for compositions, imaginary journeys, descriptions of towns, cities and countries; also of homes, drives and general surroundings. Exercises in description given on pp. 41-48, P. Ed., should be explained, in order that the young writer may derive some benefit therefrom. In addition to this the teacher should select passages from well-written books (let them be classical), and after reading them have a talk with the class for the purpose of drawing their attention to the points you wish brought out in their compositions. The letters in Fifth Grade are more suitable for this term, because places, persons and things are herein described, and if read and understood in the latter part of the Fourth Grade the pupils entering Fifth Grade can, without fail, begin descriptive letters. In this grade the children write all their lessons, Catechism, reading, spelling, geography, and even arithmetic, thus giving the teacher a great deal of work, for she must have her points of correction, and therefore must examine the slate-work of each lesson. But how much good is done in this way? One written exercise is worth twenty oral ones. At the end of this grade there should be a general examination of all that has preceded it, and if the result be as it should be, the child of ten years can do much in which many Eighth Grade pupils have failed.

FIFTH GRADE.

TOPIGS I., II. AND III.

Before reading the remarks we are to make here, turn to P. Ed., pp. 25-26, read plan given therein, then turn to p. 32 of same book and explain to your class the plan you wish them to follow in diagramming. This satisfies Topics I. and II. of Fifth Grade. After this teach the definition of gender, person, number and case. See that these definitions are as brief as possible, such gender as distinguishes the sex—person. tells whether it is the speaker, the person spoken to, or the thing spoken of.

Number distinguishes one from more than one.

Case shows the relation of the noun or pronoun to other words.

Next let them copy this arrangement of the nouns as it is given in their edition. Having done this question them, such as How many genders? What does each denote? How many persons? and so on with number and case. Then have that pupil erase, to see if any child can take her place at the board and reproduce the same work from memory. If no one can, keep at the exercise until at least two-thirds of your pupils can produce the work legibly and correctly. We have seen a class of boys who were not remarkably bright, learn this outline of the noun after three lessons; and that, too, so that they could use them in parsing exercises. Longer than a week would be a loss of time for the noun and the rules which apply to it. We know that in the old way of teaching grammar we have been kept at nouns for one whole term (five months).

We take the *verb* next, because we want to get at naming the parts of speech, their properties and their rules as soon as possible. Here, as in the case of the noun, we would teach the children brief definitions of the properties of the verb.

Voice, shows whether the subject does or receives the act. Example—1. Columbus discovered America; America was discovered by Columbus. 2. I write; but the letter was written. 3. John eats; but the nut is eaten. 4. The child reads; the book is read. 5. They sang; the song is sung.

Mode, is the manner of assertion.

Tense, is expression of time.

Person and Number, are defined with the other properties of the noun.

Teach them also how to know a transitive from an intransitive verb; also, a regular from an irregular verb. The verb is transitive when it needs an object; intransitive when it does not. Ex.—He bought a book; here bought is transitive, it needs an object. Birds sing; sing is intransitive, it needs no object. When the past form of the verb ends in d or ed, it is regular; when it does not it is irregular; please is regular, bring is irregular. Sentences might be taken from the Letter-Writer; or if your pupils are all in the same Reader take that from a selected lesson; have the classes tell whether the verbs are regular or irregular, transitive or intransitive; then have them bring to you exercises like the following:

	REGULAR.	IRREGULAR.	ACTIVE.	PASSIVE.	TRANSITIVE.	INTRANSITIVE
I have a book, They came home, He stayed there, - It was all changed, - The cake was stolen,	stayed	have came	have came		have	came
	was changed	was stolen		was changed was stolen		was stolen
11		NOMINATIVE.	POSSESSIVE.	CASES.	ABSOLUTE,	CASE.
We must all die,	school, -	NOMINATIVE. We	POSSESSIVE. Mary's		ABSOLUTE,	CASE.

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TOPIC IV.

Before commencing this topic assure yourself that the work recommended on p. 28, P. Ed., has been accomplished. Then the black-board exercise of the adjective may be used until it is mastered. Pupils usually find this part of speech more difficult than either of the others, so that the teacher must work with patience and repeat the exercises again and again. While the class is parsing the noun and verb, or in other words, repeating their properties until they have thoroughly committed them to memory, the adjective will form slate work. Have them select words from their other studies, such as one, sixth, a, this, all, and so on; and require them to classify them. Wherever these words occur, either in reading or conversation, let their classification be given. It is only by constant exercising that this part of speech can be mastered.

TOPIC V.

THE PRESENT PARTICIPLE.

Before taking up the work for this quarter the class should able to parse a number of sentences, such as: 1. Good people trust God. 2. Hard rains fall there. 3. Time goes rapidly. 4. Her dress is a blueblack. 5. The boy is overgrown. 6. They are honest people. 7. The autumn leaves are beautiful. 8. The former days are past. 9. Both of them were admitted. 10. All must die.

At this period it is to be expected that pupils can arrange in its proper column each of the parts of speech. Let them take the mocking bird's song from P. Ed., p. 50, and place them as follows:

NOUNS,	NOUNS.	VERBS.	ADJECTIVES.	ADVERBS.	PRONOUNS.	PREPOSITIONS.	CONJUNC- TIONS.	INTERJECTIONS.
red bird's whistle robin's sigh blackbird's blue bird swallow lark note	song thrill whip-poor-will ring dove's wail jay quail sparrow's twitter cat-bird cry	began caught ran can mock	soft two the the melancholy the plaintive the gentle chattering whistling each native	scarcely	I it it his	through of though	and	

ork recomblack board d. Pupils the others, e exercises verb, or in ughly com-Have them is, all, and ords occur, ven. It is

t God. 2. is a bluee. 7. The
9. Both of

inge in its e mocking An arrangement like the above is the surest test of the pupils' knowledge, while it is also the easiest method for the ready correction of the teacher. It is an exercise that should be continued throughout the remainder of the grade. The letters may be taken in rooms that have mixed grades, especially when the teacher has not the time to make other selections.

THE PRESENT PARTICIPLE.

For this, see P. Ed., p. 31. The exercise given there, varied as it will be by each teacher, is sufficient to give the class a clear idea of this part of speech.

TOPICS VI. AND VII.

THE PREPOSITION (p. 39, P. Ed.)

As we have been placing these parts of speech with the others in their proper columns, it is only necessary here to be reminded that a special test is called for.

TOPIC VIII.

Words pronounced alike, use of the terms prefix and suffix, in such words as clearing, reckoning, tenthly, woody, beginning, o'clock, reading, unbleached, handwork, swallowing.

TOPIC IX.

Reminds us again of words pronounced alike but spelled differently. The list on p. 16, together with others that are to be found in Spellers, or other exercise books, will satisfy this demand. See also examples on p. 16.

TOPIC X.

COMPOSITION—LETTER-WRITING—IMAGINARY JOURNEYS.

TOPIC XI.

BILLS-RECEIPTS-VARIOUS BUSINESS FORMS.

Here the descriptive letters of this grade may be read, and pupils write others on some different subject.

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TOPIC XII.

ABUSE OF WORDS.

TOPIC XIII.

ABBREVIATIONS.

TOPIC XIV.

GENERAL EXERCISE.

TOPIC XV.

REVIEW.

REVIEW QUESTIONS FOR FIFTH GRADE.

- 1. What do you understand by the terms subject and predicate?
- From the letters describing Melbourne, select ten sentences; give their subjects and predicates; show the difference between general and simple predicates.
- 3. In the straight line diagram write at least twenty nouns, placing in order the gender, person, number, and case of each.
- 4. Arrange also in diagram the adjectives occurring in this letter; tell their kind, what they describe or limit and their degree of comparison.
- 5. Write a list of the errors you have heard in the use of the verbs, correct the same and give reasons for each correction.
- 6. Tell in which of the six tenses each verb is, give its agreement with its subject in person and number.
- 7. Make out a list of twenty prepositions found in the letter first mentioned, and tell the relation shown by each.
 - 8. Describe all personal pronouns that occur in this letter.
- 9. Give the root, prefix and suffix of the following words: hatful, burying, fleshy, grimly, painful, reaching, dependence, assistance, attendance, awkwardly, acquiring, swallowing, downward, dishful, unhinging, killing, befalling, mouthful, ungirdle, farewell, pageantry, behove, currency, blackening, thawing, unfeathering.

- 10. Write sentences, each of which will contain one or more of the following words: lesson, knight, felloe, current, chants, guest, mail, earn, crops, flue, fissure, hose, chews, bruise, bass, and rumor.
 - 11. Write a biographical sketch of Christopher Columbus.
- 12. Write a letter to one of your school companions, describing an imaginary journey to Chicago or New York.
 - 13. Write a letter, applying for a situation.
- 14. Answer an advertisement regarding a situation you would like to fill.
- 15. Write ten sentences showing the different uses to be made of synonyms.
 - 16. Give a list of abbreviations used in this and Fourth Grade.
- 17. Name the selections you have made within the quarter and tell the peculiar attraction you found therein.
- 18. Give sentences that will prove your knowledge of Topics 1, 2, 3, 4 and 10 of Fourth Grade.
- 19. Define noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection.
- 20. Give sentences showing your knowledge of Topic 9, Third Grade.

Letter from Oakland describing San Francisco.

- 1. Locate San Francisco.
- 2. Give its length and width.
- 3. Describe the entrance to the bay.
- 4. Describe the bay.
- 5. Name some of the islands that dot the bay.
- 6. Name the first ship that crossed the bay.
- 7. By whom was it commanded?
- 8. After whom is the harbor named?
- 9. Give the manner in which gold was discovered.
- 10. What can you say of the warm ocean current?
- 11. What is the mean temperature of San Francisco?
- 12. What can you say of the California market?
- 13. What is said of the vegetation on the sand hills around San Francisco?
 - 14. Describe Montgomery Street.
 - 15. How are most of the streets of San Francisco laid out?
 - 16. How are the business streets paved?
 - 17. What feature spoils the city?
 - 18. Describe the Cliff House.
 - 19. What islands can be seen from this house?

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What can you say of the Chinese portion of San Francisco. 21.

What can you say of the churches of St. Ignatius and St.

Warwick Castle.

- Describe the town of Warwick.
- How is it approached by strangers?
- What can you say of the banks of the stream?
- What is meant by the hugh pile of gray stone, etc.?
- On what side of the court does the principal mass of the castle lie?
 - 6. Describe the tower built by the great Warwick.
 - On what part of the south side and how is the castle entered?
 - 8. What is said of the size of the great hall?
 - 9. Describe the floor, roof and sides.
 - What is on either side of the great hall?
 - 11. What is said of the furniture?
 - Describe the cabinets, couches and tables.
 - What is the general appearance of everything?
 - What authors are represented? 14.
 - 15. How thick are the walls of the castle?
 - 16. What effect has this on the windows?
 - How high is the castle above the Avon? 17.
 - 18. Describe the appearance of the Avon from those windows.
 - 19. Describe the cedar walk.
- 20. How was the writer affected on seeing the vines and climbers allowed to grow unmolested around the walls of the castle?
- 21. What thoughts came to his mind as he viewed the scene by moonlight?
 - 22. What are the writer's ideas of the hedges around the farms?

Vines and Roses.

- 1. Say what you can of the city of Pittsburg.
- 2. Describe the June morning.
- 3. Describe the old homestead spoken of.
- 4. What does Minnie say of her grandma?
- 5. Give the difference between the English and Irish vines.
- 6. Describe the American Ivy.
- 7. The Trumpet vine and Wistaria vine.
- 8. Name the vines belonging to the Honeysuckle family.
- 9. Name the different kinds of roses.
- 10. Repeat Uncle Leo's answer to Gregory.

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Spring.

- 1. How do the spring flowers compare with those of summer?
- 2. Name the pet flower of spring.
- 3. What can you say of the apple blossom?
- 4. What attractions has spring for us?
- 5. What month of spring is dearest to us, and why?

Parks.

- 1. In what does England surpass all other nations?
- 2. Describe the West End of London.
- 3. Name some of the London parks and tell how they are laid out.
 - 4. To what does the writer compare the London parks?
 - 5. What does he say of St. James' Park and Green Park?
 - 6. What is the pride of London?
 - 7. In what sort of natural beauty is Hyde Park laid out?
 - 8. How do Kensington Gardens and Hyde Park compare?
- 9. What portion of Hyde Park was laid out in the time of King William?
 - 10. What does the writer say of the avenue?
- 11. What does he say of the children who make a gambol field of Kensington Gardens?
- 12. What does he say of the appearance of the palace of Kensington?
 - 13. How are Kensington Gardens and Hyde Park separated?
 - 14. Of what particular shade tree does the writer speak?
 - 15. What does he term the parks and gardens of London?

Wood.

- 1. To what is the wood commonly applied?
- 2. What is the axis of a plant?
- 3. In what vegetation do we find the herbaceous axis? The woody?
 - 4. What is the proper time for felling wood?
 - 5. What is the result of felling trees before they are matured?
 - 6. Which woods are used for ship-building?
 - 7. Which for house-furniture? For dves?
- 8. For house-carpentry? etc. (After each question write answer.)
 - 9. Name all you can remember of the foreign woods.
 - 10. What can you say of the maple woods?
 - 11. Of the sycamore in particular?

- 12. What can you say of the timber of the hickory?
- 13. Why is it not used much in architecture?
- 14. What is its principal property?
- 15. Why is it so desirable for fuel?
- 16. How do the hickories rank with forest trees?
- 17. Describe those trees.

Oaks.

- 1. Upon what does the beauty of the oak depend?
- 2. How much of this beauty depends on the cabinet-maker.

Pines.

- 1. What part of evergreens do the pines form?
- 2. Give the mean temperature of the atmosphere.
- 3. What do the yellow pitch pines furnish?
- 4. What does the sap of the pitch furnish?
- 5. How is the spirits of turpentine obtained?
- 6. In what countries is saw-dust sometimes converted into bread?
- 7. Give uses of the spruce, fir, maple, etc.
- 8. Give the process of manufacturing wood.

SIXTH GRADE.

TOPIC I.

Classification into vocals, subvocals and aspirates.

Analysis of simple words into elementary sounds, and classification of the sounds, with reason therefor.

If the teacher has waited until now to give the class a text-book, she will not bind herself to oral work throughout the grade; yet, in justice to the work that has been done in the lower grades, she should follow the method (that is Bright's grading) throughout the grammar course. She can do this though her class will now take up some text-book. This first topic calls for the very work that the pupil is first required to learn when the text book is given to her. "Vocals, subvocals and aspirates," are found on pp. 8-11, of Harvey's Grammar. Analysis of Words on p. 11. See also Letter-Writer, pp. 65 and 66, Part II.

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TOPIC II.

Classification into vowels and consonants, p. 12; definitions and illustrations, pp. 20 and 21, H. G. See p. 67, L. W.

TOPIC III.

Words, pp. 22 and 23. Prefix and suffix, p. 24, H. G. L. W. pp. 68 and 69.

TOPIC IV.

Parts of speech, pp. 25-30, H. G.; pp. 79-81, L. W.

TOPIC V.-The Noun.

Pp. 30-42, H. G.; p. 81 L. W.

TOPIC VI.-The Pronoun.

Pp. 56-73, H. G.; p. 82, L. W.

TOPIC VII.—The Adjective.

Pp. 42-56, H, G.; p, 83, L. W.

TOPIC VIII.-The Verb.

Pp. 73-115, H. G.; pp. 79-84, L. W.

TOPIC IX.-The Adverb.

Pp. 115-121, H. G.; pp. 84-86, L. W.

TOPIC X.—The Preposition.

Pp. 121-127, H. G.; pp. 86 and 87, L. W.

TOPIC XI.-The Conjunction.

Pp. 127-132, H. G.; pp. 90 and 91, L. W.

TOPIC XII-The Interjection.

Pp. 132-136, H. G.; fill outline on Horticulture, pp. 14 and 15, L. W.

TOPIC XIII.

Order of Parsing. See page 127, of this book, for examples.

TOPIC XIV.

Use and Abuse of Words. See page 69 to 75, this book.

TOPIC XV.

Use of dictionary for words that are commonly mispronounced by the class.

TOPIC XVI.

Words pronounced alike.

12; definitions and

4, H. G. L. W.

L. W.

TOPIC XVII.

Write a letter describing some city, but not one of those mentioned in the Letter Writer. Use those letters only as guides.

TOPIC XVIII.

Examples in Precision, page 77, this book.

TOPIC XIX-Abbreviations.

See Letter Writer, page 70, and have class describe some object aiming at clearness and also at elegance, such as the quotations given.

REVIEW QUESTIONS FOR SIXTH GRADE.

- 1. In the extract from Irving, page 72, place in separate columns the vocals, subvocals and aspirates.
 - 2. Analyze the words contained from Grey and Whittier.
- 3. Define each of the parts of speech, and place in their respective columns the nouns, verbs, adjectives, etc., that are to be found in the first extract of page 70.
- 4. Show the difference between elementary sounds and their classification, and letters with their classification.
- 5. Define diphthong, triphthong, consonants, tonic, subtonic, atonics, a letter, dentals, linguals, palatals and cognates.
 - 6. Give examples of each.
- 7. In Massilon's Description of Slander (p. 77) classify the words as to number of syllables, simple and compound, primitive and derivative.
- 8. What do you mean by a simple word? A compound word? A derivative word, and a primitive word?
 - 9. Are there any compound words in the extracts selected?
 - 10. Write a list of the principal compound words in present use.
- 11. Analyze the following sentences: She is the one. It cannot be she. He is my brother. I am her neice. Mamma is your cousin.
 - 12. Parse all the nouns, adjectives, verbs, adverbs and pronouns.
 - 13. Classify the adjectives into limiting and qualifying.
 - 14. Show the meaning of comparison.
- 15. From the tenth letter, Sixth Grade, select the adverbs, classify them into regular and irregular, transitive and intransitive. Give their voice, mode, tense, person and number.
- 16. Select from the same letter the prepositions and tell what you can of their construction.
- 17. Name the co-ordinate conjunctions and give the meaning of co-ordinate.
- 18. From Massilon's description of eloquence, unaided by God's grace (L. W. Part II., p. 76), select all the nouns and verbs, arrange them in left-hand column, giving their properties in the column marked for each.
- 19. Tell the rules of Punctuation that are exemplified in this extract.
 - 20. Do the same in the extract directly above.
- 21. From the extract taken from Fenelon, page 75, select the simple sentences, analyze the same, and parse the pronouns, prepositions, conjunctions and copulative verbs.

GRADE.

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select the sims, prepositions, 22. To what class of letters is the title page of this Sixth Grade confined.

23. What other letters are to be written in addition?

24. From the following outline write a letter to your older brother or sister, describing an imaginary trip to the Falls of Niagara, from New York City.

MY TRIP FROM NEW YORK CITY TO THE FALLS OF NIAGARA.

I. DEPARTURE.

a, Time. b, With whom. c, On what line. d, Distance from Albany to Schenectady. e, Tell what bodies of water are crossed on leaving Schenectady. f, The principal places passed from Schenectady to Syracuse. g, Describe Syracuse. h, Tell the route taken to Rochester. i, Describe this city. j, Name the Branch of the Central Railroad you take here for the Falls.

II. THE FALLS.

1. How situated?

III. THE RIVER.

- 1. What use to the four great upper lakes is the Niagara River?
- 2. Describe the rise and flow of the Niagara River?
- 3. Where do the Rapids commence and terminate?
- 4. Describe the course of the River at the point at which the Rapids terminate.
 - 5. How is Goat Island reached?
 - 6. What can you say of the view of the Rapids from this bridge?
 - 7. Tell what you noticed of Chapin's and Bath Islands.
 - 8. What can you say of Luna Island?
 - 9. Give the width of the American Falls from Luna Island.
 - 10. Describe the Cave of the Wind.
 - 11. What are the three small islets lying in the Rapids called?
 - 12. Describe them.
- 13. For what is Navy Island celebrated, and what Island is above it?
 - 14. How large is Grand Island?

IV. OTHER PLACES OF INTEREST.

- 1. Suspension Bridge.
 - a. When finished? At what cost?
 - b. Length and height above the river.
 - c. View of the Falls from the bridge and from one of its towers.

- 2. Table Rock.
 - a. What may be seen therefrom?
 - Burning Spring.
 - c. The Whirlpool.
 - d. Brock's monument.
 - V. DESCRIBE THE PASSAGE UNDER THE HORSESHOE FALLS.
- 1. What were your feelings as you viewed this grand scene?
- 2. What have you thought of it since you visited it?

(For the benefit of the teacher we shall fill out this outline.)

Troy, N. Y., Sept. 1, 1886.

My Dearest Brother: "Home again," you see, after visiting grandpa's at New York, and going from there, with Uncle Matt and Cousin Jennie, to the great American sight—the Falls of Niagara, Cousin Jennie reminding me at every new step, "You must describe all this to Bernard, nothing will please him more!" Our cousin's knowledge of my loneliness for you, no doubt, prompted this suggestion, yet I am sure you will be pleased with my attempt.

In my last letter to you I told you that we were to leave New York Sunday evening, but uncle could not get off before Tuesday morning. The sail up the river is familiar to you, so I shall pass it over, save to say that the 143 miles were not without an amount of interest to the happy party. Papa, mamma and little Louis met us at Albany, where they replenished our lunch-basket, and wished us all sorts of joy. Continuing our trip on the New York Central, we were soon at Schenectady, a city of 13,675 inhabitants, seventeen miles from Albany, on the right bank of the Mohawk River, a spot once famous as the council grounds of the Mohawks. Leaving here we crossed the Mohawk River and the Erie Canal, on a bridge nearly 1,000 feet long, after which we passed a rich farming country, passing by Amsterdam, Fonda, Palatine Little Falls is remarkable for a bold passage of the river and canal through a wild, picturesque defile. The river falls forty-five feet in half a mile, and affords an excellent water-power. On we went to Utica, on the south bank of the Mohawk, the site of old Fort Schuyler. Fourteen additional miles brought us to Rome, and in a short time we were in Syracuse, where we met Uncle Robert's folks. Uncle Bernard had spoken to us a great deal of this interior city, and we were much pleased with our stay there. Uncle Robert regretted not finding you among the travelers: so too did auntie and the children. Lawrence is quite a boy now, and Maria is nearly three years old. Auntie says you must surely stop off on your way home.

We visited the Salt Springs, which we learned from our Geography are the most extensive in America. From Syracuse we took the direct

route to Rochester, which runs parallel with the Erie Canal. We changed cars at Rochester, where the Niagara Falls branch of the Central Railroad diverges from the main line, and runs to the Falls in seven miles. As we neared Suspension Bridge every one was eager to look out, and the conversation turned on the triumphs of modern engineering power. Over this bridge all the trains (except those by the city) of the Michigan Central Railroad cross the Niagara River within full view of the Falls and of the Whirlpool. Here was the sight I had longed to view; here were the Falls of Niagara. I did not utter a sound; I held my breath in awful wonder. There we were—twenty-two miles from Lake Erie and fourteen from Lake Ontario—viewing the river whose channel bears the waters of the four great upper Lakes toward the Gulf of St. Lawrence.

From the northeast extremity of Lake Erie the Niagara flows in a northerly direction, with a swift current, for the first two miles, and then more gently, with a widening current, which divides as a portion passes on each side of Grand Island. Uniting below the island, the stream spreads out two or three miles in width, and appears as calm and quiet as our own dear Hudson. Sixteen miles from Lake Erie the current becomes warm and begins to descend with great velocity. Here commence the Rapids which continue for about a mile, the waters accomplishing in this distance a fall of fifty-two feet. The Rapids terminate below in a great cataract; the descent on the American side is 164 feet, while on the Canadian side it is 158 feet. At this point the river, making a curve from west to north, spreads out to an extreme width of 4,750 feet. Goat Island extends down to the brink of the cataract and occupies about one-fourth of this space, leaving the river, on the American side, about 1,100 feet wide, and twice this width on the Canadian side. The Horseshoe Falls on this side, is surprisingly grand. The waters sweeping down the Rapids form a grand curve as they fall clear of the rocky wall into the deep pool at the base, the fall the current contracts in width to less than 1,000 feet, and is tossed furiously about, forming great whirlpools and eddies, as it is borne along its rapidly descending bed. I could not believe that any boat would venture through such a current, yet as we stood there several small row-boats pushed their way daringly through. Of course I looked for the rowers to be dashed into the waters every moment, but I was agreeably disappointed. For seven miles below the Falls the narrow gorge continues varying in width from 200 to 400 yards. At Lewiston the river emerges into a lower district, having descended 104 feet from the foot of the cataract.

Goat Island is reached by a bridge 360 feet long, the approach of which is just to the rear of the Cataract House. We were all afraid to cross the bridge because of its apparently dangerous position, but our

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leave New York tesday morning. it over, save to interest to the Albany, where ll sorts of joy. soon at Scherom Albany, on is as the conneil Mohawk River , after which we Fonda, Palatine assage of the The river falls iter-power. On the site of old to Rome, and in Robert's folks. nterior city, and rt regretted not the children,

our Geography took the direct

iree years old.

guide told us it was perfectly safe. The view of the Rapids from this bridge impressed us greatly.

A short distance from the verge of the American Falls is Chapin's Island, about midway is Bath Island, and a few minutes' walk brings one to the foot of the bridge leading to Luna Island; the latter lies between Central Falls and the American Falls, Just beyond Luna Island is Biddle's Stairs, which we descended, and taking the path to the right, we made our way to the Cave of the Winds. Of course we had provided ourselves with guides and waterproof suits. At first I was very much frightened, but when the magical rainbows broke upon us, and other scenes, the like of which I shall never look for outside of this space, my fright was changed into awe and wonder. What a treat nervous people must lose in this, were it nothing else than the excellent view to be had of the American Falls, as, following the plank walk, we reached a cluster of rocks near the foot of the Falls. We re-ascended the stairs, walked along the summit of the cliff to a bridge leading to the islet on which stood Terrapin Tower. Here we had a magnificent view of the Horseshoe Falls. The cataract is 2,200 feet across, with a perpendicular plunge of 158 feet.

As it was nearing night-fall, and we had only rested from our journey about an hour, Uncle Bernard announced our return to the hotel, promising us a view by moonlight. Were the pleasure of this sight to die away as we left that noted spot, it would still be worth the journey there; but the impression of that night can never leave my memory. I had no desire to paint it, no longing to be able to immortalize it in verse. I drank in the enjoyment, allowing the Almighty Creator to impress it forever in my memory.

The following morning we walked across the new Suspension Bridge, which arches the river about an eighth of a mile below the Falls. This bridge was finished in 1869, at a cost of \$175,000. It is 190 feet from cliff to cliff, 1,268 feet from tower to tower, and 190 feet above the river. From a point known as Table Rock, we had a fine view of the Horseshoe Falls. We drove along the river-road for two miles to reach Burning Spring, whose waters emit into the air sulphurated-hydrogen gas, which burns with a brilliant flame when ignited. Three miles below the Falls is the Whirlpool, occasioned by a sharp bend in the river, which is here contracted to a width of 220 feet. We drove to Queenstown in the afternoon, where we saw Brock's Monument.

The evening train bore us to Buffalo, where uncle has many dear friends, in consequence of which we were made to feel quite at home. We visited all places of note in this city, and as Mr. Patterson, our host, saw how delighted we were with the Falls, he invited a number of his friends to an excursion there. This was a double treat.

Rapids from this

Falls is Chapin's ites' walk brings i; the latter lies yond Luna Island the path to the Of course we had

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new Suspension mile below the \$175,000. It is er, and 190 feet , we had a fine rer-road for two the air sulphuned by a sharp f 220 feet. We Brock's Monu-

has many dear quite at home. Patterson, our ted a number of at. Friday morning we left Buffalo for home. Uncle Bernard remained here three or four days, but he says he could never make up his mind to live in Troy. Schools re-open on the 6th, which gives me time to rest a little.

Now, you will write soon, very soon, will you not, and come home as soon as you can? Your loving Sister,

LORRETTA.

SEVENTH GRADE.

TOPIC I.

Paraphrase Tennyson's "Dora."

TOPIC II.

Notes of invitation. See information for filling outlines for describing New York. Use remaining numbers as far as time will permit, in the same manner as Nos. 1, are used.

TOPIC III.

Synonyms, Use and Abuse of Words; pages 192-202, L.-W. of the former, and pages 69-76 of this book of the latter. Use the words in question in original examples.

TOPIC IV.

Exercise in words likely to be mispronounced. Fill outline on Paris. (See Topic II.)

TOPIC V.

Use and orthography of words pronounced alike. Take familiar examples; finish filling outline on Paris.

TOPIC VI.

Write a list of the Abbreviations you have learned, and explain their use. Fill outlines or Vines and Roses, pp. 18-20, L.-W.

TOPIC VII.

Blackboard exercise. Topic recitations, arrangement same as noun, verb and adjective in L. M. (P. Ed.)

N. B. In this and the Eighth Grade the Grammar must be finished and reviewed from the questions which follow. The teacher will see the Grammar work required in Seventh Grade.

Have a great deal of diagram exercise on board.

TEST QUESTIONS FOR SEVENTH GRADE.

- Define Orthography: an elementary sound, a letter, a syllable, a word, vowels, subvocals, aspirates, consonants, diphthongs, diagraphs, trigraphs, and double consonants.
 - Give the different styles of letters.
 - 3. What is Synthesis? Analysis?
 - 4. Give the classes of words and define each.
 - 5. Define prefix, suffix.
 - 6. Define each of the parts of speech.
 - 7. Give classes and properties of nouns, and define each.
 - 8. Give the classes and sub-classes of adjectives.
 - 9. What is declension?
 - 10. Decline simple and compound personal pronouns.
- 11. Give the order of parsing nouns, pronouns, verbs and adverbs.
 - 12. What is conjugation?
- 13. Define syntax, a sentence, proposition, a phrase, a discourse, a paragraph, an element.
- 14. Give the classification of sentences with respect to use, and define each.
 - 15. Give their classification with respect to form.
 - 16. Which are the principal elements?
 - 17. Give the proper arrangement of elements.
- 18. Define a subject clause; a predicate clause; a relative clause; an appositive clause; an interrogative clause; an objective clause, and an adverbial clause.
 - 19. How may adverbial clauses be classified?
 - 20. What is Ellipsis?
 - 21. How are complex sentences changed into simple ones?
 - 22. Give the directions for Analysis.
 - 23. Give the Rules for Syntax.
- 24. From the first paragraph of the letter of Willis's (page 179 Letter-Writer), arrange sentences, analyze the same and parse the nouns and verbs.
- 25. In the remainder of the letter point out the different phrases and clauses, and tell what is modified by each.
 - 26. Do the same with letter of St. Francis de Sales, page 174.
- 27. From the Rules for Punctuation given (begun on page 75, L.-W., Part I.), exemplify rules 4, 6, 8, 10, 14, 17, 19 and 20.
 - 28. Repeat the Rules for the Hyphen.

I GRADE.

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EIGHTH GRADE.

Literature, as a text-book, is not yet placed in the hands of the pupils, yet most of the children who reach this grade average the age of sixteen. If Bright's method has been followed through the other grades, here you must have not only correct but ready composers. At this time, too, they wish to know their style of writing, and how it compares with those whose writings have been handed down to us. Now, in order that they may know the writers of their own century, we give a brief notice of some of them. Following those are a few extracts under the various styles. With the aid of those the learner can form an opinion of the style in which any production is written. Brief notices of the writers of this country. A few extracts from the various styles.

Call the pupils' attention to the letters quoted in L.-W. for this grade.

The few pages on synonyms we have given in Letter-Writer, also in this Manual, should be taught in Eighth Grade, and not wait until the pupil is merged in the Advanced Course. Of course this is part of the Rhetorical exercises that will be called for, but most of the work can be done before the Rhetoric is placed in the hands of the class.

ABUSE OF WORDS.

BUT.

This word is used incorrectly in the following sentences:

- 1. No doubt but he will be here.
- 2. I should not wonder but, etc.
- 3. There is no doubt but that it is all right.
- 4. No reason to doubt but that she will do it.
- 5. No sooner learned but it is contested.

CORRECTED.

- 1. No doubt that he will be here.
- 2. I should not wonder that, etc.
- 3. There is do doubt that it is all right.
- 4. No reason to doubt that she will do it.
- 5. No sooner learned than it is contested.

By, At.—Things are sold by, not at auction. Things are seen by moonlight.

At all.—This expression is nearly always superflous. Examples: We did not come at all. It is not at all strange. If you

wished at all to see me. We see that "at all" adds nothing to these sentences, while it does serve to weaken them.

At best should be at the best.

At least.—Be sure that you place this expression where it will do the work intended for it.

At length.—Do not use this for at last. Example: At length we heard from him. We heard from him in full. It should read, At last we heard from him.

Balance means the excess of one thing over another; it should not be used for rest or remainder.

Beside, besides.—It is now generally decided that beside be used always and only as a preposition, meaning "by the side of," "aside from," or "out of." Besides, as a preposition take remaining sense in addition to, and that besides also take the adverbial sense of moreover, beyond, etc., which had been divided between the words; as, besides there are other considerations which belong to this case.

Both.—This expression is absurd in such sentences as, They are both alike.

Character, reputation.—Actions, looks, words, steps form the alphabet by which you may spell character.

Clever.—This must not be used for smart. It is properly used in the sentence, He is a man capable of clever thought. Who could doubt that our age has produced clever men?

Consequence.—Do not use this word for importance or moment.

Consider means to meditate, deliberate, suppose or regard.

Couple is properly applied only to the union of man and wife.

Curious should not be used for strange or remarkable.

Dangerous.—This should not be applied to a sick man, as it requires vigor to be dangerous. Say "in danger."

Deceiving.—"You are deceiving me," is incorrect, as when we suspect deception we cannot be deceived. Say, "trying to deceive me."

Demean, really means behave, carry, conduct, though it usually conveys the idea of debase.

Deprecate means to endeavor to exert by prayer.

Disremember .- A word vulgarly used instead of forget.

Donate.—Do not use this word if give, bestow, grant or permit, will answer the purpose.

Parlor.—It is only in the United States that this word is used for drawing-room.

Alternative, used correctly in the following: "I am forced into

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Example: At full. It should

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I am forced into

a hard alternative; to denounce a friend or betray my trust."

Friend, acquaintance.—Two very different qualities.

The following are a few of Mr. Gould's corrections, in which he is clearly in the right:

Into another land than, should be, into a land other than.

This doubling only takes place in a syllable, etc., read, takes place only.

It is said also only to occur three times; read, occur only three times.

I can only deal with the complaint in a general way; read, deal with the complaint only, etc.

In so far as they are idiomatic, what is the use of in?

The distinction is observed in French, but never appears to have been made; read, appears never to have been made.

Have pupils extract superfluous words from the following:

Whenever I try to write well I always find I can do it. I shall have finished by the latter end of the week. Iron sinks down in water. He combines together all the facts. My brother called on me, and we both took a walk. I can do it equally as well as he. We could not forbear from doing it. Before I go I must first be paid. We were compelled to return back. We forced them to retreat back fully a mile. His conduct was approved of by everybody. They conversed together for a long time. The balloon rose up very rapidly. Give me another one. Come home as soon as ever you can. Who finds him in money? He came in last of all.

Sick, ill.—Sick is the stronger term. Ill is used in England, where sick expresses nausea.

Splendid, awful.—It is said that these two words seem to be the only adjectives some of our superlative young ladies have in their vocabulary.

Such.—Do not use this word for so in the sentence, With all due reference to such high authority on such an important subject. With a little transposing this reads, With all due reference to an authority such high, a matter such very important. We see at once that so is the proper expression.

Thanks.—Say thank you.

The above are a few of the words so frequently misplaced by us; and though we are sure most persons will continue using them, it is well for them to know what words are preferable and more expressive. In many cases they will find our best authorities using the expressions that verbalists show to be in poor taste, and as the usage of the best writers and speakers is our guide, we cannot be blamed for following them.

The exercise in Synonymns (page 192, Letter-Writer, Part II.)

and the following, will give the teacher an opportunity of treating of most of the words that are apt to be abused:

Capacity is shown in quickness of apprehension, ability supposes something done.

Talent convinces, genius but excites.

Bravery is inborn, courage is the product of reason.

We cannot expect backwards.

We ought to be truthful, we should be attentive to others.

As no roads are so rough as those that have just been mended, so no sinners are so intolerant as those who have just turned saints.

Heavenly music raises our minds to heaven, Celestial music is the music heard there.

What is tall is high, but what is high is not always tall.

What is *laudable* is always so, what is *praiseworthy* is owing to circumstances.

Objects lie on the floor, upon the shelf.

Aversion is a state of feeling, antipathy is a mental act.

Approbation is a state or feeling of approving, antipathy is a feeling against; approval is the act of approving.

Whatever we bear is a burden, a load is laid on us.

Our *utility* is discovered by what we do, our *usefulness* by what we are.

Worth is the real merit of a thing, value is the price it may bring.

Veracity regards persons, truth regards things.

A man is warned of danger, and cautioned not to run into it.

To defend is to ward off, to protect to cover over.

To use a thing is to derive some benefit from it, when that service is turned to some particular purpose the object is employed.

What we find we go towards, what we meet with presents itself.

A charge is founded, a belief is grounded.

We keep by our own power, we retain what others cannot take from us.

Perseverance has to do with actions, persistence with the spirit or will that prompts it. Persevere in doing, persist in thinking.

To learn is to receive, to teach is to give.

We credit what has happened, we trust what is to happen.

We waver in actions, we fluctuate in passion.

Awkwardness relates to actions, clumsiness to grace.

We are apt by nature, we are rendered bright.

Contentment comes from within, satisfaction from without.

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That which has produced an effort is said to be effectual, that which has power to bring it about is efficacious.

The hand is expert, the head experienced.

Ground is fertile, trees are fruitful.

Men are friendly, an intercourse is amicable.

Likely refers to the present, probable to the future.

Her disposition is amiable, her appearance lovely.

Malicious is exerting malice, malignant is possessing malice.

Owing to *losses* he could not pay the sum due.

In that peaceful valley dwells its most peaceable of dispositions.

One who exercises reason is reasonable, one who possesses reason is rational.

Man is a social animal, but all men are not sociable.

Enough satisfies our desires, sufficient our wants.

Sure refers to the future, certain to the past. I am sure they will come, and I am certain they were there.

Our thanks are uttered, our gratitude is sometimes too deep for words.

That which has nothing in it is empty, that which requires something is vacant.

Acts are single, actions habitual.

Agony denotes the bodily feeling, anguish regards the state of mind.

An artisan is a mechanic, an artist is a practicer of fine arts.

Compunction is felt for sin, remorse for crimes.

Diligence produces industry.

Intentions are remote, purposes immediate.

The instant is the point, and moment the duration of time.

Necessity demands, need requires.

We are stopped by an obstacle, we stumble at an obstruction.

Persuasion is liable to a change, conviction is firm and lasting.

Pleasure is a temporary gratification, happiness a continued state of enjoyment.

Plenty denotes fullness, abundance overflowing.

A forest is a large wood.

Alternations regard the part, changes the whole.

Imprudence confounds, severity confuses.

Riches are increased, views enlarged.

Men are esteemed, men and things are estimated. Small offences are forgiven, serious ones pardoned. Malice is hateful, hypocrisy is detestable.

We hear involuntarily, we listen with intention.

We lament loudly, we deplore deeply.

An enemy is conquered, an antagonist is overcome.

We remember what has happened without much effort, we recollect after some exertions of the memory.

We reveal to ease our conscience or feelings, we divulge what ought to remain concealed.

Seeing is the use of the organs of sight, looking is directing that organ to some particular point.

We are *surprised* at what takes us off our guard, *astonished* at that which confounds us.

The flowers of a rose-bush are various, and they are different from the flowers of the Pink or Sweet William.

What is clearly proved is evident, what proves itself is obvious.

Forlorn is the intensive of forsaken.

General is opposed to the particular, universal to the individual.

The *indolent* boy lies in bed, the *idle* one does not learn his lesson.

Wretchedness is the extreme of misery.

Recent facts are fresh in mind, modern fashions belong to the present day.

Things are rare and become scarce.

A wonder is natural, a marvel is incredible.

To do a thing instantly we leave our occupation, to do a thing immediately we may finish what we have begun.

A man perishes in a conflict, is defeated in a contest.

A fault is an error of judgment, a mistake is an error of perception.

An *idea* is an expression made on the mind by something external, a *notion* is whatever we know about a thing.

The method is the theory upon which the mode is built.

Pride is disagreeable and odious, vanity is ridiculous and contemptible.

To advance regards the end, to proceed respects the beginning of our journey.

What seems is in the mind, what appears is external.

We acknowledge an omission of duty, we confess a commission of sin.

We may have reasons for guessing, conjecture is pure hazard.

We copy words, we imitate meaning.

To decrease is to grow less, to diminish is to make or become less.

We go back from, we return to.

Enormous is out of rule, immense is beyond measure.

The *impertinent* man shows a want of discretion, the *insolent* man a want of humility or self-respect.

Little wants dimension, small wants extension.

Also means as well as; likewise, in a similar manner; too means in addition.

QUOTATIONS FROM

MATTHEWS' "USE AND ABUSE OF WORDS."

- "In language the unknown is generally taken for the magnificent."

 White.
- "He who has a superlative for everything, wants a measure for the great or small."—Lavater.
- "It is an invariable maxim, that words which add nothing to the sense or the clearness, must diminish the force of the expression."—Campbell.
- "Language and thought are inseparable. Words without thought are dead sounds; thoughts without words are nothing. To think is to speak low, to speak is to think aloud. The word is the thought incarnate."—Max Müller.
- "I have known one word hang, starlike, o'er a dreary waste of years,
 And it only shone the brighter looked at through a mist of tears,
 While a weary wanderer gathered hope and heart on life's dark way,
 By its faithful promise shining clearer day by day.

I have known a spirit calmer than the calmest lake, and clear As the heavens that gazed upon it, with no wave of hope or fear;

But a storm had swept across it, and its deepest depths were stirred, Never, nevermore to slumber, only by a word."—Procter.

- "Every sentence of the great writer is like an autograph. If Milton had endorsed a bill of exchange with half-a-dozen blank verse lines, it would be as good as his name, and would be accepted as good evidence in court."—Smith.
- "If there be a human talent, let it get into the tongue, and make melody with that organ. The talent that can say nothing for itself, what is it? Nothing; or a thing that can do mere drudgeries, and at qest make money by railways."—Carlyle.

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"Human language may be polite and powerless in itself, uplifted with difficulty into expression by the high thoughts it utters, or it may in itself become so saturated with warm life and delicious associations, that every sentence shall palpitate and thrill with the mere facinations of the syllables."—Higginson.

"Be thine to seek the honest gain, no shallow-sounding fool;
Sound sense finds utterance for itself, without the critic's rule;
If to your heart your tongue be true,
Why hunt for words with much ado?"—Goethe.

"The brilliant or powerful writer is not one who has merely a copious vocabulary, and can turn on at will any number of splendid phrases and swelling sentences, but he is one who has something to say, and knows how to say it. Whether he dashes off his compositions at a heat, or elaborates them with fastidious nicety and care, he has but one aim, which he keeps steadily before him, and that is to give forth what is in him. From this very earnestness it follows that whatever be the brilliancy of his diction or the harmony of his periods-whether it blaze with the splendors of a gorgeous rhetoric, or take the ear prisoner with its musical surprises—he never makes these an end, but has always the charm of an incommunicable simplicity. Such a person writes passionately because he feels keenly; forcibly, because he conceives vividly; he sees too clearly to be vague; he is too serious to be obtuse; he can analyze his subject, and therefore he is rich; he embraces it as a whole and in parts, and therefore he is consistent; he has a firm hold of it, and therefore he is luminous. When his imagination wells up, it overflows in ornament; when his heart is touched, it thrills along his verse. He always has the right word for the right idea, and never a word too much. If he is brief, it is because few words suffice; when he is lavish of them, still each word has its mark, and aids, not embarrasses, the vigorous march of his elocution. He expresses what all feel, but what all cannot say, and his sayings pass into proverbs among the people, and his phrases become household words and idioms of their daily speech, which is tessellated with the rich fragments of his language, as we see in foreign lands the marbles of Roman grandeur worked into the walls and pavements of modern palaces."-Newman.

"One vague inflection spoils the whole with doubt;
One trivial letter ruins all, left out;
A knot can choke a felon into clay;
A knot will save him, spelt without the 'k';
The smallest word has some unguarded spot,
And danger lurks in 'i' without a dot."—Holmes.

"The first law of good writing is that it should be an expression

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olmes. e an expression of a man's self—a reflected image of his own character. If we know what the man is, we know what his style should be. If it mirrors his individuality, it is, relatively, good; if it is not a self-portraiture, it is bad, however polished its periods, or rhythmical its cadences. The graces and witcheries of expression which charm us in an original writer, offend us in a copyist. Style is sometimes, though not very happily, termed the dress of thought."—Mathews.

The above are taken in order that the teacher may have something to use in cases wherein she cannot have anything else to quote. Besides being well uttered they contain excellent ideas concerning the use of words. Pupils should commit these passages to memory. Then if asked to write and dispose of sentences, in parsing and analysis, they will have these at will. We think good sayings are more impressive than the longest lecture. If the teachers could always find works when they need them, or if they had time to use those within their reach, such quotations as we have given would be unnecessary. As it is, we trust those we do give will be used by some.

This work is excellent exercise for pupils in the Seventh and Eighth Grades.

EXAMPLES IN PRECISION.

ANSWER-REPLY.

"It is not time," she sweetly ----

"You are going home then?" "Yes," she ---.

I would not - to such an accusation.

Why do you not ---- my question?

DUTY-OBLIGATION.

You should attend faithfully to the --- of your state.

I lay this on you as ----.

Do your -----, then fear no one.

I feel under no ——— to him, he has only done his ——.

FEAR-TERROR.

I - we shall be caught in the storm.

The frightful hurricane filled us with —

But she — some evil would befall him.

My — on seeing him actually approach the child, cannot be described.

FANCY-IMAGINE.

I have been thinking seriously, and —— that it must have appeared rather in this style.

He — the most beautiful scenes and painted them as real.

- the water falling over this precipice.

And this is the realization of those ideas I have — for years.

$H \cdot A S T E - H U R R Y$.

A LIST-A CATALOGUE.

Do not wait to make out a lengthy ——, just send a ——. Will you send me your last year's school ——?

Here is a --- of the things mamma wants.

MANNERS-ADDRESS.

Such an engaging, pleasing - could not but please.

Her - was a little awkward.

A fearless, confident - gave him the appearance of cleverness.

AN OCCASION-AN OPPORTUNITY.

An - presenting itself I embraced it gladly.

Strive, my child, to make a good use of this ----

Will you be equal to the -?

But on this — he acted nobly.

ROBBER-THIEF.

He was attacked in broad daylight by three notorious ---.

Carefully, stealthily the —— made his way up the stairs and into the house.

There are parts of the mountains dangerous because of ----.

Close the windows and lock them, for —— are not uncommon in this vicinity.

TO FINISH - TO CONCLUDE.

I - my reading after dinner.

You may take the book now, I have - with it.

I did not realize the end of the reading until I had —— the book.

TO GIVE - TO GRANT.

After due consideration the president — him the appointment.

Will you — me that book?

Hear my petition and — my request.

- her all the assistance you can.

Note.—The entire list of synonyms should be treated as the above.

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EXAMPLES OF STYLE.

PLAIN STYLE.

"It has been truly observed that, 'genius begins where rules end.' But to infer from this, as some seem disposed to do, that, in any department wherein genius can be displayed, rules must be useless, or useless to those who possess genius, is a very rash conclusion. What I have observed elsewhere concerning Logic, that 'a knowledge of it serves to save a waste of ingenuity,' holds good in many other departments also. In traveling through a country partially settled and explored, it is wise to make use of Charts, and of high roads with direction posts, as far as these will serve our purpose; and to reserve the guidance of the Compass or the Stars for places where we have no other helps. In like manner we should avail ourselves of rules, as far as we can receive assistance from them, knowing that there will always be sufficient scope for genius in points for which no rules can be given."—Whately.

"These are the two things, Praise and Desire, which we are now to consider. Henceforth, I shall not speak of them separately, for they run in and out of each other so perpetually, that for convenience's sake, we may very well regard them as one thing. You see, to go back to my old story, what I want of you is confidence in God. There is no love which is not confidence. But there can be no confidence without the filial feeling. We always get back again to the same. God is our Father! Look at the perfections of God, His power as well as His love, His justice as well as His mercy."—Faber.

ELEGANT STYLE.

"The Ivy, that staunchest and firmest friend,
That hastens its succoring arm to lend
To the ruined fane where in youth it sprung,
And its pliant tendrils in sport were flung.
When the sinking buttress and mould'ring tower
Seem only the specters of former power,
Then the Ivy clusters round the wall,
And for tapestry hangs in the moss-grown hall,
Striving in beauty and youth to dress
The desolate place in its loneliness."—Romance of Nature.

" Arches on arches! as it were that Rome, Collecting the chief trophies of her line, Would build up all her triumphs in one dome, Her Coliseum stands; the moonbeams shine As 'twere its natural torches, for divine Should be the light which stream here, to illume This long explored but still exhaustless mine Of contemplation: and the azure gloom Of an Italian night where the deep skies assume Hues which have words, and speak ve of heaven, Floats o'er this vast and wondrous monument, And shadows forth its glory. There is given Unto the things of earth, which Time hath bent, A spirit's feeling; and where he hath lent His hand, but broke his scythe, there is a power And magic in the ruin'd battlement, For which the palace of the present hour Must vield its pomp, and wait till ages are its dower." -Byron.

"And there they found them; stranger hands
Bore them to where you cottage stands,
And there, one summer evening's close,
They left them to their last repose.
Such the brief page thy story fills,
Thou lonely 'cottage of the hills.'
E'en while I gaze, night's gloomy shade
Is gathering, as the moonbeams fade.
Around thy walk they faintly play—
They tremble—gleam—then flit way;
They fade—they vanish down the dell:
Lone 'cottage of the hills'—Farewell!"—Anonymous.

FLOWERY STYLE.

"As he approached this noble island, he was struck with its magnitude, and the grandeur of its features; its high and airy mountains, which reminded him of those of Sicily; its fertile valleys, and long, sweeping plains watered by noble rivers; its stately forests; its bold promontories and stretching headlands, which melted away into the remotest distance. He anchored in a beautiful river of transparent clearness, free from rocks and shoals, its banks overhung with trees. There is a wonderful splendor, variety and luxuriance in the vegetation of those quick and ardent climates. The verdure of the groves and the colors of the flowers and blossoms derive a vividness from the transpar-

ent purity of the air and the deep serenity of the azure heavens. The forests, too, are full of life, swarming with birds of brilliant plumage. Painted varieties of parrots and woodpeckers create a glitter amid the verdure of the grove, and humming-birds rove from flower to flower, resembling, as has well been said, animated particles of a rainbow. The scarlet flamingoes, too, seen sometimes through an opening of a forest in the distant savanna, have the appearance of soldiers drawn up in battalion, with an advanced scout on the alert, to give notice of approaching danger. Nor is the least beautiful part of animated nature the various tribes of insects peopling every plant, and displaying brilliant coats of mail, which sparkle like precious gems."—Irving.

SIMPLE STYLE.

"A friendly voice was that old, old clock,
As it stood in the corner smiling,
And blessed the time with a merry chime,
The wintry hours beguiling;
But a cross old voice was that tiresome clock
As it called at daybreak boldly;
When the dawn looked gray o'er the misty way,
And the early air blew coldly:
"Tick, tick," it said—"quick out of bed;
For five I've given warning;
You'll never have health, you'll never get wealth,
Unless you're up soon in the morning.""—Charles Swain.

"Oh! what will become of the poor little bird?
The muttering storm in the distance is heard;
The rough winds are waking, the clouds growing black,
They'll soon scatter snowflakes all over thy back!
From what sunny clime hast thou wandered away?
And what art thou doing this cold winter day?

'I'm picking the gum from the old peach tree;
The storm doesn't trouble me, chee, dee, dee.'''

—Miss Gould.

FLORID STYLE.

"The twining jasmine, and the blushing rose,
With lavish grace their morning scents disclose;
The swelling tuberose, and jonquil fair,
Impart their fragrance to the evening air;
Whence has the lofty tree, or modest flower,
A various instinct, or a different power?
Why should one earth, one clime, one stream, one breath,
Raise this to strength, and sicken that to death?"—Prior.

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—Byron,

Anonymous.

nck with its magnind airy mountains, valleys, and long, y forests; its bold ed away into the ver of transparent erhung with trees, in the vegetation the groves and the from the transpar-

FLOWERY STYLE.

"There is a charm connected with mountains so powerful, that the merest sketch of their magnificent features kindles the imagination and carries the spirit at once into the bosom of their enchanted regions. How the mind is filled with their vast solitude! how the inward eye is fixed on their silent, their sublime, their everlasting peaks! How our hearts bound to the music of their solitary cries, to the tinkle of their gushing rills, to the sound of their cataracts! When we let loose the imagination and give it free charter to range through the glorious ridges of continental mountains—through Alps, Apennines or Andes—how is it possessed and absorbed by all the awful magnificence of their scenery and character! by the skyward and inaccessible pinnacles, the

'Palaces where nature thrones Sublimity in icy halls!'

The dark alpine forests; the savage rocks and precipices; the fearful and unfathomable chasm filled with the sound of ever precipitating waters, the cloud, the silence, the avalanche, the cavernous gloom, the terrible visitations of heaven's concentrated lightning, darkness and thunder; or the sweeter features of living, rushing streams, spicy odors of flower and shrub, fresh, spirit-elating breezes sounding through the dark pine grove; the ever varying lights and shadows and aerial hues, the wide prospects, and, above all, the simple inhabitants!"—Howitt.

ELEGANT STYLE.

"Ye ice falls! ye that from the mountain's brow
Adown enormous ravines slope amain—
Torrents, methinks, that heard a mighty voice,
And stopped at once amid their maddest plunge:
Motionless torrents! silent cataracts!
Who made you glorious as the gates of heaven
Beneath the keen full moon? Who bade the sun
Clothe you with rainbows? Who, with living flowers
Of loveliest blue, spread garlands at your feet?
God! let the torrents, like a shout of nations,
Answer! and let the ice plains echo, God!
God! sing ye meadow streams with gladsome voice;
Ye pine groves, with your soft and sound-like sounds,
And they, too, have a voice, yon piles of snow,
And in their perilous fall shall thunder, God!"—Coleridge.

"If thou art pained with the world's noisy stir,
Or crazed with its mad tumults and weighted down
With any of the ills of human life;
If thou art sick and weak, or mourn'st the loss

es the imagination enchanted regions. which is the inward eye is y peaks! How our the tinkle of their the glorious ridges or Andes—how is gnificence of their tible pinnacles, the

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Of brethren gone to that far distant land To which we all do pass, gentle and poor, The gayest and the gravest, all alike? Then turn into the peaceful woods and hear The thrilling music of the forest birds."—McLellan.

ELEGANT-SUBLIME STYLE.

"And as the Saviour stood beside the bed,
And prayed inaudibly, the ruler heard
The quickening division of his breath
As he grew earnest inwardly. There came
A gradual brightness o'er his calm, sad face;
And, drawing nearer to the bed, he moved
The silken curtains silently apart,
And look'd upon the maiden."— Willis.

ELEGANT-BEAUTIFUL STYLE.

"Tell me, my secret soul,
Oh! tell me, Hope and Faith,
Is there no resting-place
From sorrow, sin and death?
Is there no happy spot
Where mortals may be blessed,
Where grief may find a balm,
And weariness a rest?

Faith, Hope and Love, best boons to mortals given,

Waved their bright wings and whispered—' Yes, in Heaven!'''

—Charles Mackay.

EXAMPLES OF PUNCTUATION AND CAPITALS.

[See Rules for Punctuation and Capitals in Letter-Writer.]

- 1. Why do you ask such a question? But she began to think that she saw the why.
 - Are you not all created for a better life?
 Yes, else life were not worth the living.
 - 3. They that receive me, I shall richly reward.
 But O the thought, that Heaven the reward is to be!
 That thought is joy, happen what may to me.
 - Henry Hudson discovered the river which bears his name. Galileo invented the telescope.
 Italy is the land of song.
 - 5. My dear Julia, will you please take this letter to the post-office.
 O, my friends, the time of life is short!
 - Sister said, "Girls, be quiet."
 Remember the old maxim, "Honesty is the best policy."
 - God is the Lord; He ruleth in His might.
 God, Master and Ruler of all hearts, guide mine aright.
 - 8. Henry, the Fowler, Emperor of the Germans.
 The Supreme Court of the City of St. Louis.
 Charles the Bold.
 - 9. Two English officers; Octavia was a noble Roman lady.
 - 10. Life is short; how careful we should be to use it aright! May the horrors of the French Revolution never be repeated!
 - They reside in the city of N——.

PART SECOND.

- Rule 18. Nothing is so intelligible as sincere, disinterested love. Genius is not a quality of idle, lazy men. Industry, honesty and temperance are essential to happiness. The spirit of the Almighty is within, around and above us.
- 19. You, you are the one. I, I did the deed. Verily, verily I say unto you. Hope, the balm of life, soothes us under every misfortune. Seneca, the philosopher, reasons and moralizes well.
- 20. My dear friends, may I not expect you soon? Come, companion of my toils, let us take fresh courage.
 - 21. St. John says, "God is love." Seneca tells us "There is

CAPITALS.

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ls us "There is

settled friendship, nay, a near relation and similitude between God and good men." St. Francis de Sales says, "A judicious silence is always better than truth spoken without charity."

- 22. It is said "If we exercise right principles, and we cannot have them unless we exercise them, they must be perpetually on the increase."
- 23. Patrick Henry commenced by saying, "It is natural to man to indulge in the illusions of hope." There is much in the proverb, "Without pains, no gain." All our conduct towards men should be influenced by this important precept: "Do unto others as you would that others should do unto you."
 - 24. "One to day," says Franklin, "is worth two to-morrows."
- 25. Edward, the elder, succeeded his father, Alfred the Great, on the throne of England—
- 26. Vicissitudes of good and evil, of trials and consolation, of joy and sorrow, of cloud and sunshine, fill up the life of man.
- 27. Thou knowest, come what may, that the light of truth cannot be put out. It is mind, after all, which does the work of the world.
- 28. Date.—The date of a letter must stand at the right of the first line.

Address.—The address of a letter is found on the next line below the date, at the left side.

- 29. Fiercely grim War unfolds his flag. Can Honor's voice provoke the sleeping dust, Or Flattery soothe the dull, cold ear of death? Rosseau was a distinguished French writer.
 - 30. War is the law of violence; peace, the law of love.
- 31. Man consists of three parts: first, the body, with its sensual appetites; second, the mind, with its thirst for knowledge and other noble aspirations; third, the soul, with its undying principle. Grammar is separated into four parts: Orthography, Etymology, Syntax, and Prosody.
- 32. Many words are differently spelled in English; as, inquire, enquire; jail, goal; sceptic, skeptic. I study three sciences; namely, Mathematics, Astronomy, and German.
- 33. Our duties to individuals are classed under four heads—as arising from affinity, friendship, benefits received, contract.
- 34. The girls, having studied their lesson, recited it. Behold the emblem of thy state in flowers, which bloom and die.
- 35. Newton, the great mathematician, was very modest. Hope, the balm of life, soothes us under every misfortune.
- 36. There is good for the good; there is virtue for the faithful; there is victory for the valiant; there is spirituality for the spiritual. The wind and rain are over; calm is the noon of day; the clouds are divided in heaven; over the green hill flies the inconstant sun.

37. The evil that men do lives after them. He that places himself neither higher nor lower than he ought to do, exercises the truest humility. Every impure, angry, revengeful and envious thought is a violation of duty.

RULES FOR PUNCTUATION TAKEN FROM OTHER SOURCES.

- Principle, good sense, and true piety must procure the possessor peace and happiness.
- 2. "I do not like to say it of myself," he boasted, "but"—
 "You would have us view you as the mighty conqueror," said my brother.
 - 3. MS., 2 lbs., 8 A. M., etc. Leo XIII., James I.
 - 4. When the doctor arrived the child was dead.
- The responsibility of your position should keep your duties ever before you.
- 6. To think life wearisome because you do not use it properly is but another proof of your inconsistency.
- 7. The good, the true, the beautiful in soul and heart are, alas! too seldom found.
- 8. Your intimacy with that person, will, I have reason to fear, bring you into trouble.

Exception 1. She was so long away from home that her affections were centered in strangers rather than in the members of her own family.

Exception 2. Mother would die of grief did she know it.

- 9. He concluded, on this account, to say nothing. You are, if I mistake not, my father's friend. She was, to a certain extent, somewhat prejudiced. He moved, moreover, that the prisoner should be released at once. This, indeed, is my candid opinion.
 - 10. He came into and passed through the car.
- 11. His ideas differed from and were of a much higher order than were those of his companion.
- If instruction be neglected, conversation will grow drifting;
 if perverted, dangerous.
- 13. The object of such a step, no one could understand. You shall die to-night, were the awful words. That it should come to this, I cannot understand.
- 14. Lastly, I assert there is no truth in the accusation. On the contrary, I believe him the soul of honor. Such, in general, is the worth of human friendship.
- 15. Those who profess piety, let them be in all things examples to others.

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16. Timid and awkward to a degree, the child had much to suffer. Becoming entirely out of patience, the master, at length, broke forth.

17. Dreadful as were her words, the boy shrunk not.

a. Jane and Mary are cousins.

b. Men and women and helpless children were crushed by the mighty weight.

c. Swiftly, steadily, nearer, nearer, came the iron monster.

d. My open papers and all my notes and references were destroyed

e. Time, distance, and evil tongues tried my constancy in vain.

18. I have come, and I intend to remain.

19. We read and played together; we studied nature in our morning and evening rambles, and we talked of those whose company we missed. Because of our many hours together, we became well versed in each other's ideas, and the tie of friendship strengthened hourly. And now, my darling sister, you understand all.

20. It is of little importance whether you do it or not.

a. Either you are mistaken or I am in ignorance.

b. You or I must go. We know, or we think we know, the true state of the case.

21. The great, the noble, the mighty one of earth, must, like the most indigent, crumble to the dust.

22. Let us stand for the rights which are justly ours; none but God can deprive us of them. She is my mother; can I say more?

23. O God, were I but Thine, entirely Thine! I am, Reverend Father, Yours in Christ.

24. Tears, tears, bitter tears, were caused to flow.

25. You say it must be so: tell me why? It is God's will: be thankful.

26. We made this speech: "Life is too short to be spent on trifles."

27. To resume: After dinner we made our way to our rooms and having rested, etc. Again: We must make an effort, and a strong one because—

28. When I think of all this—but why do I refer to it? And it all amounts to—well, what do you suppose? It cannot be true unless—but no, I shall never think so.

29. Cannot you, who have been so carefully educated—You, the treasure of a father's heart—Cannot you rise above such a weakness, and bring joy rather than grief to a devoted family?

30. We always called her by the strange pet name "Nest."

That's the "how of it."

Is she one of the band?

31. Merci, she whispered sweetly.

- 32. In a tone of anguish my mother said, "Must you go, my son, must you go?"
 - 33. What does he mean by saying, "You must abide by it?"
- 34. Do you remember the monarch who said, "Oh, that I could sell my power for happiness?"
- I do wish you would cease asking, "Where do you think I am going?"
- 35. Can you recall the occasion that made you shout "Deo Gratias,"

 Deo Gratias!"

The other rules are exemplified in the Letter-Book.

We have given some of the styles of writing here to be used in any way that the teacher may see fit. It is necessary, at least in the higher grades, that the pupils should appreciate what they read, be able to tell the style of writing, the name and age of the writer, and (should the teacher so desire) the principal works of the writer. Teaching this in the ordinary Reading lesson would obviate the necessity of introducing so many text-books of literature. Requiring the pupil to memorize some extracts that are noted for special beauties will give her taste for such work, and nothing can better serve to cultivate her mind. The Eighth Grade should do much for this cultivation, for among the many means of deriving laudable enjoyment apart from religion, nothing can be greater than the beautiful writings of our eminent authors.

Sydney Smith.—An English author, born June 3, 1771; died at London, February 22, 1845. Style.—Wit and pleasant humor.

Washington Irving.—An American author, born in the city of New York, on the 3rd of April, 1783; died November 28, 1859. His style is remarkable for ease, purity, elegance, sweetness, and distinct delicate painting.

J. G. Saxe.—Born at Highgate, Vermont, June 2, 1816. Style.— Humorous.

ADELAIDE A. PROCTER.—Born in London, October 30, 1825, and died there, Feb. 2d, 1864.

Mrs. Hemans was born in Liverpool, September 25, 1793; died in Dublin, May 16, 1835. Style.—Refined, contains and easy flow of picturesque language, deep feeling, and varied culture.

EDWARD EVERETT.—An American writer, born in Dorchester, Mass., April 11, 1794; died January, 1865. As a scholar, rhetorician and orator he has had but few equals.

- J. G. Whittier.—Born in Haverhill, Mass., in 1808. He hasbeen a prolific and popular writer in prose and verse.
- H. W. Longfellow.—Born in Portland, Maine, February, 27, 1807; died March 24, 1882. Style.—Simplicity, grace, refinement.

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February, 27, e, refinement. J. R. Lowell.—An American writer, born at Cambridge, Mass., in 1819; in 1885 was U. S. Minister to England. Style.—Profound and subtle, brilliant and forcible.

NATHANIEL HAWTHORNE.—Born at Salem, Mass., died at Concord, in 1864. Style.—Hawthorne's special characteristic is his power of analyzing the mysterious and breathing a living soul into everything touched with the magic wand of his genius. He was particularly remarkable for his imagination.

ALICE CARY.—Born in Ohio, in 1820, died in New York City, in 1871. She is considered the best poetess that this country has produced.

EMERSON.—Born in Boston, in 1803, died at Concord, in 1882. Style.—He was a profound and original thinker, an idiomatic and vigorous writer.

LORD BYRON. -Born in London, in 1788, died in 1824.

THOMAS MOORE.—Born in Dublin, in 1779, died in 1852.

MADAME SWETCHINE.—Born in Moscow, in 1782, died in Paris, September 10, 1857. Style.—Thoughtful, graceful and religious.

Cardinal Wiseman.—Born in Seville, Spain, August 2, 1802, died in London, February 15, 1865. His writings display vast learning and great literary skill as well as clear and profound intellect.

Orestes A Brownson.—Born in Stockbridge, Vermont, September 16, 1803, died in Detroit, Michigan, April 17, 1870.

EUGENIE DE GUERIN.—Born at the Chateau of Le Cayla, Languedoc, January 25, 1805, died there May 31, 1848. Style.—Graceful, delicate and marked with the subtle charm of her individuality. Her works have been translated into English by an unknown hand, which has preserved the peculiar aroma of the original.

FREDERICK W. FABER.—Born in England, June 28, 1815, died September 26, 1863; converted to the Catholic faith in 1845.

Aubrey De Vere.—Born in Curragh-Chase, County Limerick, Ireland, in 1816. Style.—Lofty, elevated, beautiful and vigorous.

Charles Lamb.—Born in London, February 10th, 1775, died, December 27, 1834. Style.—Genuine and original.

THOMAS CAMPBELL.—Born in the city of Glasgow, July 27, 1777, died June 15, 1844. Style—Remarkable for delicacy and purity of sentiment. The general tone of his verse is calm and uniform, a stream of mild harmony and delicious fancy following through the bosom scenes of life.

Leigh Hunt.—Born at Southgate, October 19, 1784, died August 28, 1859. Style.—Profusion of imagery, sprightly, fancy and animated description.

ELIZABETH BROWNING.—Born in 1816, died in 1861. Style.—Pure, intellectual, lofty.

Mrs. Anna Jameson.—Born in 1797, died in 1860. Style.—Eloquent, full of feeling and fancy.

CHARLES DICKENS.—Born at Portsmouth, England, in 1812, died in 1870.

WILLIAM MAKEPEACE THACKERAY.—Born in 1811, died in 1863. Style.—Humorous. He has written some of the finest criticisms in the language.

ARTHUR WELLESLEY, Duke of Wellington.—Born at Dangan Castle, County Meath, Ireland, May 1, 1769, died in England, September 4, 1852.

JEAN BAPTISTE H. LACORDAIRE, a French Dominican.—Born May 12, 1802, died November 22, 1861. One of the finest writers of the age.

James Fennimore Cooper.—Born at Burlington, New Jersey, in 1789, died at Cooperstown, September 14, 1851. Style.—Pure and brilliant.

We give a number of the authors of the nineteenth century, merely mentioning their birth, death and style. In most cases their works may be read without injury to the young reader, yet, it is desired that the teacher make the selections carefully and direct pupils accordingly. There are many writers, whose names we have not mentioned, whose works would be of great use and interest to the pupil. Again, we hand over the case to the best judge—the teacher.

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OUTLINES OF COMPOSITION.

PARIS .- (See P. 67, P. Ed.)

Mr. Edwards was sitting in his library, when a gentle tap at the door aroused him, and he bade the visitor enter. Two young ladies made their appearance, and the first made known the object of her visit.

"Now, uncle, you are home two weeks and we have not yet heard a word of your visit to Paris, won't you tell us something to-night?"

"Yes, anything to please my girls. Of what shall I speak first?"

"We have no choice; arrange it as you think best."

Mr. Edwards took a note-book from his pocket, glanced through it a moment, and then began:

"This beautiful city, whose population is something over 2,225,900, is built on both sides of the Seine. The ancient name, as given by Cæsar, was Luletin, but when changed to Paris is not easily determined.

"The country is generally level, except in the north and northeast, where may be seen a few low hills separated by picturesque valleys. The southern part of the city is built on beds of limestone containing fossils, which have been so extensively quarried as to become a mere net-work of caverns. The Seine divides the city into two parts, but in the Middle Ages, historians divide it into three parts.

"The accession of Henry IV., in 1539, opened a new era; he began useful improvements which were carried on during the minority of Louis XIII. Louis XIV. built bridges, roads and quays; and public and private palaces, put a new face on the old city. Very little, if any, improvement was made during the reigns of Louis XVIII. and Charles X."

"Are you not going to tell us when those kings reigned?" asked Katy.

"Well, I did not know I was to give a historical record too, but I shall do so. Louis XIV. reigned from 1643 to 1715; Louis XVIII. from 1814 to 1824; and Charles X from 1824 to 1830."

"Many thanks, uncle, now proceed, please."

"Napoleon III. had the streets widened and beautified, and opened spacious thoroughfares in the crowded districts, thus making it a modern city.

"The year 1871-2 witnessed the fall of the prosperous city into

the hands of the revolutionists. On Tuesday night, May 23, 1871, they attempted to lay the city in ashes by firing shells filled with petroleum upon every part of the city. Would you not rather hear something about the churches and palaces of Paris?"

"Yes, but just as you wish, uncle." repeated both girls.

"I took particular note of Notre Dame. The present building was erected between the twelfth and fifteenth centuries, and it is one of the finest specimens of the Gothic architecture. It contains thirty-seven chapels. When the national convention abolished the Catholic religion, substituting that of Reason, this church became the Temple of Reason.

"The Madeleine, in the Grecian style; Ste Genevieve, a Greco-Roman edifice; St. Eustache, a combination of Doric and Ionic orders; are beautiful types of the orders they represent. St. Germain was originally built in the tenth century, but additions have since been made at different periods. St. Sulpice was begun in 1646, continued, enlarged and finished in 1749.

"The first palace of importance is that of the Tuileries. In the thirteenth century the site was occupied by the tuileries, or makers of roof-tiles, hence the name. In 1564, Catherine de Medicis began the erection of a palace in the vicinity; Henry IV. commenced an enlargement, but Louis XIV. completed it. Napoleon I. conceived the idea of joining this palace to the Louvre, but it took the third of the name to accomplish the project.

"The Palace Royal was built in 1629 by Cardinal Richelieu. The Palace of the Institute, also erected in the seventeenth century, served as a meeting place for the Committee of Public Safety during the revolution.

"The Palace of the Elysée Napoleon, built in 1718, after passing through various hands, became the favorite residence of Napoleon I. Here he signed his final abdication.

"The Palace of Luxembourg, erected in 1615, became successively, the habitation of the royal family, a prison during the revolution, and the palace of the senate during the restoration. The Palace of Justice is a range of buildings occupied by the Courts of Justice and Prefecture of Police. Here is where Marie Antoinette, Robespierre, Napoleon III., and other noted persons were kept as prisoners. All guide-books refer to the Hotel-de-Ville, of which nothing remains except the exterior walls; but it must have been a superb edifice. What next shall I describe, children?"

"I want to know something of the grand promenades," replied Susie.

"Well, what of the museums, uncle?" asked Katy.

"Paris claims to have fifteen principal museums containing col-

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aty. s containing collections of ancient and modern painting and sculpture; Assyrian, Egyptian, Greek, Etruscan antiquities.

"Now, among her promenades are the Bois de Boulogne, Champs Elysées, Park Monceaux, Garden of the Tuileries and Luxembourg. The grounds are beautifully designed and ornamented with statues and other works of art"

"Did you see the spot where Louis XIV. and Marie Antoinette were executed?" interrupted Katy.

"Yes; the guillotine, on which the former was executed, stood in the Palace de la Concorde, and Marie Antoinette's was between this palace and the entrance to the Tuileries. It was in this same palace that the trouble took place which led to the expulsion of Louis Philippe.

"The most interesting object in Paris is the tomb of Napoleon I. It is of red Finland granite; four yards long, two wide and thirteen feet high. It cost 9,000,000 francs.

"Among the hospitals, that of Hotel-Dieu is the most ancient, being erected about 660, and that of St. Louis is the largest, containing 810 beds.

"I did not visit any of the cemeteries except that of Pere-la-Chaise, which contains the tombs of Moliere, General Fox and Rossini.

"From Paris, I went to Versailles, a distance of thirteen miles. The place is beautiful; but St. Cloud, situated in a declivity of a hill, about five and one-half miles from the Louvre, is more so. It is usually the summer residence for the imperial family.

"The principal houses to be seen that were once occupied by eminent persons are the Pavilion of St. Germain-en-Laye, known as the birth-place of Louis XIV., also as the place where James II., of England, died, after a residence of twelve years. Fontainebleau gave shelter to Christina, of Sweden, after her abdication, and to Pope Pius VII., during the reign of Napoleon I. Are you pleased now, my girls?"

"Yes, indeed, we are. It is a greater treat than we expected. Now we will bid you a pleasant good-night and leave you. Sweet dreams," said each one as she passed out of the room. In the meantime Mr. Edwards replaced his note-book in his pocket and prepared to retire.

ITALY .- (See P. 68, P. Ed.)

1. In Southern Europe. According to Varro, it is derived from a Greek word, meaning calf or ox, while Dionysius supposes the existence of a mythical king named Italus.

2. It divided the Italian kingdom into the kingdoms of Sardinia,

the two Sicilies, the States of the Church, the grand duchy of Tuscany, the duchies of Parma, Lucca, Modena, the Lombardo-Venetian, the republic of San Marino, and the principality of Monaco.

- 3. The king of Sardinia, in 1859-60, annexed Lombardy, Parma, Modena, Tuscany, part of the Papal States and the two Sicilies, and assumed the title of King of Italy.
 - 4. 1866.
 - 5. Exclusive of the islands is upwards of 2,000 miles.
- For the most part it is bold, rocky and scooped out into broad, deep bays.
- Genoa, Spezia, Leghorn, Civita Vecchia, Gaëta, Naples and Reggio.
 - 8. Elba, Ischia and Capri.
- 9. The Alps and Apennines. The former sweep round in an irregular curve along the frontiers of France, Switzerland and Austria; and the latter stretch around the Gulf of Genoa and on the confines of Emilia and Tuscany to the Strait of Messina.
 - 10. The Po and Adige.
 - 11. For the purpose of irrigation.
- 12. Maggiore is forty miles long, about 2,500 feet deep, and has a smooth surface. Lugano belongs principally to Switzerland. Como is about thirty-five miles long, and very deep. Iseo is fifteen miles long and supplied by the Oglio. Garda is thirty-three miles long, and of sufficient depth to carry heavy draught vessels.
 - 13. Silver, lead, iron and copper.
- 14. By very few species. The common domestic animals are raised but animal food not being as plentiful as in the northern countries, little attention is paid to the improvement of breeds.
- 15. No State religion is legally recognized, and the professor of any creed is excluded from the coronation oath.
- 16. His person is sacred and inviolable; the government renders him the honors due a sovereign and guarantees him a yearly donation of 3,225,000 lire, or \$622,500.
 - 17. Ship-building, manufacturing of musical instruments and silk.
- 18. Oil, oranges, wine, corals, silk, marble, alcohol, wool, sulphur, cattle and cheese.
 - 19. Kings.
- 20. The king exercises his power with a national parliament, consisting of a senate and chamber of deputies. The senate is composed of princes of the royal family who are of age, an unlimited number being appointed by the king. The chamber of deputies is composed of elected citizens who are twenty-five years old and pay a certain amount of tax. Members of academies, chambers of commerce and industry, professors, physicians, lawyers, etc., have a right to vote

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al parliament, consenate is composed unlimited number puties is composed and pay a certain of commerce and we a right to vote because of their educational qualities. No election is valid unless at least one-third of the inscribed voters appear at the polls.

- 21. Some prefer the Latin for its music, and others the Spanish for its euphony. The harmony and intonation of the two is a matter of individual preference.
 - 22. Dante's "Divina Commedia" and Petrarch's lyric poetry.

PITTS BURGH .- (See P. 68, P. Ed.)

- 1. Pittsburgh, the second city of Pennsylvania in population and importance, is situated at the confluence of the Allegheny and Monongahela Rivers.
- 2. The Court House is a solid stone edifice, surmounted by a dome; the Custom House, Post Office and Municipal Hall occupy one grand stone structure, with granite front and massive central tower. It cost \$750,000, and the Mercantile Library, costing \$250,000, contains about 15,000 volumes.
- 3. The extent of its iron manufacturing has given it the appellation, "Iron City," while the clouds of smoke arising from the burning of bituminous coal causes it to be styled the "Smoky City."
- 4. The three rivers and the many railroad lines passing through it afford numerous facilities for traffic.
 - 5. 37.
- 6. The Roman Catholic Orphan Asylum; the Homeopathic Hospital and Dispensary; the Pittsburgh Infirmary; the Mercy Hospital, and the Home for the Destitute.
 - 7. It is the second in importance.
 - 8. Population in 1880 was 156,000.
- 9. Virginia claimed the territory on which Pittsburgh now stands under a charter from James I., and Pennsylvania under a charter from Charles II. In August, 1779, commissioners appointed by the two parties met in Baltimore and an agreement was ratified by both Legislatures.

VESUVIUS .- (See P. 68, P. Ed.)

- 1. Situated in the southern part of Italy.
- 2. It appears to have two peaks which are called Somnia and Vesuvius.
- 3. It was accompanied with many streams of lava and torrents of boiling water, which overflowed the towns at its base and destroyed thousands of lives.
- 4. Sir. Wm. Hamilton describes it as one of the grandest of these phenomena. White smoke like heaps of cotton rose above it, and in these clouds, stones, scoriæ and ashes were projected at least 10,000

feet high. On following days streams of fire shot forth three times as high as the mountain and large masses of rocks were thrown out.

- - 6. Dikes of compact lava.
 - 7. Layers of lava, scoriæ and sand.
- 8. A greater variety is found in an area of three miles than in any other place of the same dimensions on the globe.
 - 9. 8,479 feet above the sea.
 - 10. On an elevation near the Hermitage, 2,080 feet above the sea.

YOSEMITE .- (See P. 69, P. Ed.)

It was our first trip to the extreme West, our first enjoyment of the beauties peculiar to Southern California. No one, that has enjoyed the scenery from San Bernardino to Los Angelos, can ever again be overwhelmed by semi-tropical grandeur, for here it is seen in its greatest beauty, its most varied attractiveness. Los Angelos itself, compared to the Garden of Paradise, had exhibited its powers to fascinate us, yet in spite of all this, one great longing possessed us during our stay-namely, to see the Valley of the Yosemite. We read of it in every book, heard of it from every tourist, were told by those who call the Golden State their home, that we must not return East without seeing it, and so one afternoon, while we were in Oakland, we called at the Overland office to learn about the fare, route, time and so on. We have heard persons say that to go to a ticket office is next thing to being at the end of your destination, and so it seemed to us as we took the guide-book and followed the journey so vividly described until, in spirit, we were enjoying the pleasures, though not the fatigues of the following tour.

It must be remembered that we were waiting the arrival of him from whom we were to receive the desired information. Read and learn how you may reach Yosemite from Oakland, California.

"We leave Oakland, follow back on the regular Overland Route as far as Port Costa, thirty-two miles; this gives us a fine view of Bernecia and Suscol hills on the opposite side of the river. Thirty-six miles from 'Frisco brings us to Martinez; eight miles further we reach Cornwall, where we are opposite Suisan Bay and the junction of San Joaquin and Sacramento Rivers, one mile distant. Here we pass under the coal train tracks, which come down to Pittsburgh, landing one mile north. Ten miles south rises Mt. Diablo, 3,896 feet above sea level, next comes Antioch, then Byron, Hot Springs, Tracy, Lathrop; up we go through San Joaquin Valley, Modesta, Meried, Benerde; here we leave the main road and turn eastward for our much-desired valley. This branch

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r first enjoyment of ne, that has enjoyed can ever again be is seen in its greatingelos itself, compowers to fascinate ssed us during our We read of it in d by those who call n East without seeind, we called at the ne and so on. We next thing to being us as we took the ibed until, in spirit, nes of the following

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Benerda, sixty miles, and an hour later are in Raymond, where we can have breakfast. At eight o'clock the stage starts for the Springs, twenty-two miles, which we make in a few hours, getting to the Spring in time for dinner. At half-past one o'clock another stage leaves for Wanona, about fifty-four miles north-east of Raymond, reaching here at half-past four o'clock; we remained over night. Visited Big Trees in the forenoon; leaving Wanona after lunch we arrived in the valley at six o'clock P. M., where we can see the lights and shadows in the Bridal Veil Fall with its beautiful rainbows."

"What is remarkable about the Big Tree Route?" we asked our clerk.

"For five or six hours one passes through the immense growth of this celebrated country; the trees towering 250, 350, 400 feet overhead, a solid mass of foliage, through which flickering sun-light and dappled shadows fall; while beneath, like vast cathedral aisles, they have giant trunks stretching in every direction. These must indeed have been God's first temples."

We are now in Mariposa county, 155 miles east by south of San Francisco. We see before us an immense gorge in the western slope of the Sierra Nevada Mountains, general direction north-east by east, and south-west by west, nearly at right angles with the mountains. Its giant walls are nearly vertical, of a light-gray color, which in some places is striped brown and black by the organic matter carried over them by the water. In winter it is accessible only by snow-shoes. As we proceed up the valley we see on the right the Bridal Veil Fall, formed by a neck of the same name. The effect from the valley of this leap of 630 feet, is as if it were 900 feet, the base being concealed by big trees. Up we go, until we are told that the slender mass of granite, which is pointed out to us, is known as Sentinel Rock, 3,043 feet high. A short distance above is Glacier Point, from which the valley may be seen in all its beauty. Turning to the left we see the Virgin's Tears Fall; here a creek of that name leaps over the wall more than 1,000 feet. Nearly opposite Sentinel Rock are the Three Brothers, a group of rocks rising one behind the other. Above this is the Yosemite Fall, formed by Yosemite Creek, the vertical height of the lip is about 2,600 North of Tenaya fork are an immense arched variety called the Royal Arches, and a rounded columnar mass of rock called the Washington Column. Mirror Lake represents one of the most bold and striking views of a charming little sheet of crystal water of almost a couple of acres in extent, in which numerous schools of trout are seen sporting; its waters are as still as death. While we were thus imagining ourselves within (at the most) five days' distance from the great Californian wonder, Mr. N- came in, and when he heard we wished

to visit the far-famed locality he answered: "Why you would see very-little now even if there were any possibility of your reaching it during this season. May, June and July are the months for Yosemite. The-Bridal Veil and Yosemite Creeks are dried up by August and September. Of course, Mariposa Grove, noted for its big trees, can be seen, but not to the greatest advantage. There is Hetch Hetchy Valley, smaller than the Yosemite, but very like it in character. It would be a chase after the grizzly bear (the English of Yosemite) sure enough were you to-hunt up the valley in January. Even the Indians who now call this spot Ahwahnee, know better than to seek the valley save in the spring and summer months."

He then began to tell us how much the place had changed since it was first visited by the white man in 1851, and in 1855 the first tourist examined its beauties.

"Come next May, and for \$50 a piece you can see the beauties of these Falls, the bold scenery, the foliage, the mosses and ferns, always moist with the spray and brilliant green in summer, the roar and rush of the fast flowing river and the majestic grandeur of the rocky framework which we view above and around it."

Strange to say we turned from that office quite satisfied, believing we knew as much of Yosemite as if we had seen it. Nay, we were obliged to ask ourselves, "Have we really been to the Valley?"

NE W YORK .- (See P. 69, P. Ed.)

- 1. 1609.
- 2. They thought it a place on which the eye might forever dwell.
- 3. The Shatemuck.
- 4. The passage to China.
- The Indians were fond of long talks and the Dutch of long silences.
- 6. The Indians taught the Dutch how to cure tobacco, and were taught in return the art of making a bargain.
- 7. The Dutchman's hand which never weighed more than a pound.
 - 8. Because of its resemblance to the Dutch Netherlands.
 - 9. Van der Donck.
 - 10. The smoke raised from the Dutchmen's pipes.
- 11. He dreamt that he saw the devil there, astride a hog's back, and playing a fiddle.
 - 12. Six miles above.
 - 13. By giving a solemn banquet.
 - 14. By acclamation.

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ipes. astride a hog's back, 15 and 16. Hardenbroeck thought it as necessary for a town to have canals as the body to have veins. Tenbroeck remarked that Hardenbroeck was a living contradiction to his own assertions, because everybody knew that not a drop of blood passed through his body for ten years and yet there was not a greater busy-body in town.

17. They began to look wistfully at the lands of the Indians.

18. Oloffe dreamt of foreign conquests.

19. The consequences were the establishing of numerous trading posts.

20. 1629.

21. He was exactly five feet six inches in height and six feet five inches in circumference. His head, which was a perfect sphere, was of such stupendous dimensions that Nature was puzzled how to construct a neck capable of supporting it; therefore, she declined the attempt and settled it firmly on the top of his back-bone. His face was not disfigured by what we term expression.

22. His habits were as regular as his person. He took four meals a day, taking an hour for each, smoked and doubted eight and slept the

remaining twelve of the twenty-four.

23. He presided with great state and solemnity, sat in an oak chair, and instead of a scepter he swayed his pipe.

24. They were constructed of wood, excepting the gables, which were of black and yellow Dutch bricks.

25. Cleanliness.

26. The floor was scrubbed, sprinkled with fine sand, the windows washed and the shutters closed until the revolution of time brought around the weekly cleaning day.

27. In the kitchen.

28. The dinner was generally a private meal.

29. On the table stood a huge earthen dish, well filled with slices of fat pork fried brown and swimming in gravy. The company, being each provided with a fork, showed their dexterity in fishing out the fattest piece of meat.

30. In the early days a lump of sugar was laid beside each plate, but later the lump was suspended from the ceiling so that it could swing from mouth to mouth.

31. The utmost propriety and dignity prevailed.

32. The hair was combed back smoothly and covered with a calico cap which fitted tight to the head.

33. They wore more clothes on a summer day than would grace a modern ball-room.

34. The gentlemen's dress corresponded to that of the women.

35. He held his head high, looked down upon the burgomasters and owed no allegiance to the governor.

- 36. He looked at his officers, raised his eyebrows, gave an extra puff, then relapsed into his usual tranquility.
- 37. It naturally followed that their liberty of conscience likewise implied liberty of speech.
- 38. No sooner had the pilgrims landed than they lifted their voices and made such a clamor that we are told they frightened every bird and beast out of the neighborhood, and struck such terror into a certain kind of fish that they have been known ever since as dumb fish.
- 39. This was a name given the pilgrims which, in the Massachusetts language, means silent men.
- 40. The name Yankee was about as terrible among the new Netherlanders as that of God among the ancient Romans.
 - 41. As an emblem of his policy.
- 42. A sturdy commander who led troops through Nineveh, Babylon and other Long Island towns without any encounter until his arrival at Oyster Bay, where he met a host of Yankees, but he soon discovered that they were armed with no other weapons than their tongues.
- 43. He underwent a kind of animal combustion from smoking, so that when grim death came there was scarcely enough left of him to bury.
- 44. The Council was filled with a number of members who had acquired the habit of thinking and speaking for themselves.
- 45. His first edict was that all duties of the government should be paid in gold and silver.
 - 46. As exceedingly disagreeable.
- 47. Peter at first determined to drive the Yankees out of the colony, but being governor he decided to try negotiations.
 - 48. He calls him "the soul of honor and honesty."
- 49. The notable virtues of Knighthood dwelt among his hard qualities like flowers among rocks.
- 50. They came forth with swords, hatchets, crowbars, broomsticks and what-nots of all kinds.
 - 51. Favorably.
- 52. They promised time, life, liberty and free trade to every Dutch denizen who should readily submit to their government.
- 53. Gathered troops and poured in upon the New Netherlanders without any other outrage than that of changing the name to New York.
 - 54. No.
- 55. He retired to his country seat and no persuasion could induce him to revisit the city. He even turned the back of his chair towards it until the trees grew thick enough to shut out all view of it.
- 56. Oloffe, the Dreamer; Voulter Van Twiller; William, the Testy and Peter Stuyvesant.
 - 57. To his brother James, Duke of York,
 - 58. In 1689, Jacob Leister overthrew Nicholls, the English con-

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New Netherlanders name to New York.

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s, the English con-

queror, and strengthened the fort by a battery. Thus originated the "battery." In 1691 Jacob Leister was arrested on charge of treason and murder, condemned to death and executed.

59. About 1627 or earlier.

The Vigilance Committee.

The withdrawal of the British troops from New York. 61.

62. From 1784 to 1797.

63. 1791.

64. It reappeared at intervals until 1823.

65. The surveying and laying out of Manhattan Island was completed after ten years' labor.

66. 1825.

67. December, 1835, over \$18,000,000 worth of property destroyed.

68. July, 1853.

69. 1786.

70.

71. Fulton, 1814.

72. August, 1812.

73. Radical changes were made in the city charter; the selection of leading officers was opened to popular suffrage and the police partially (since wholly) taken from the control of the mayor.

74. 1852.

75. James II., of England, 1683.

76. It made New York practically a free government, established an elective council and gave unusual privileges to the people.

77. By the discovery that the most stupendous frauds upon the public treasury had been carried on for several years by certain city officials.

78. On Manhattan Island, near the mouth of the Hudson.

79. Sixteen miles.

80. About 27,000 acres.

81. 14,000 on Manhattan Island and 12,000 on the main land.

82. In the East River and the Bay.

83. N., the town of Yonkers; E., the Bronx and East Rivers; S., the Bay; and W., the Hudson.

84. Spuyten Duyvel Creek and Harlem River.

85. Fourteenth Street to the Battery.

86. Yorkville, near Eighty-sixth Street; Harlem, in the vicinity of 125th Street; Bloomingdale, on the east side and Manhattanville on the west; Carmansville, near 150th Street; and Washington Heights.

87. 1874.

88. Thriving towns and villages.

89. From the lower Bay through the "Narrows."

- 90. It is one of the most beautiful in the world.
- 91. It is situated at the southern end of Manhattan Island, protected by a granite sea-wall and presents a beautiful stretch of green turf, fine trees and wide pathways.
- 92. A ball was given to Lafayette in 1824; and to General Jackson, in 1832; President Tyler held public receptions there in 1843, and Jenny Lind made her first appearance in America.
- 93. The old streets are scarcely wider than alleys, and when Broadway was laid out it seemed a magnificent thoroughfare.
- 94. Nowhere else in America are there such and so many fine buildings.
- 95. It holds the menace over the government that if their interests are not consulted they will bring ruin upon the country, and it is in their power to execute the threat.
- 96. Jacob Little, Daniel Drew, Rufus Hatch, James Fisk, Jr., Jay Gould, Commodore and William H. Vanderbilt, and others.
 - 97. Jacob Little.
- 98. He came to New York as a poor boy, worked his way up to the highest round of the commercial ladder, established the People's Line of steamers of the Hudson, but lost much of his earnings in the panic of 1873. He died in 1879, leaving next to nothing of the millions he had made.
 - 99. James Fisk, Jr. and Jay Gould.
- 100. Commodore Vanderbilt started in life a penniless boy and became eventually the king of Wall street. He built the Harlem River Road, sent a line of steamers across the ocean, and organized other gigantic enterprises. He died in 1877, worth not far from \$100,000,000, the bulk of which he left his eldest son, Wm. H. Jay Gould also achieved success from a small beginning. He is still a power in Wall street and a great railroad magnate.
 - 101. At the corner of Broadway and Pearl street.
- 102. Alexander Hamilton, Captain Lawrence of the "Chesapeake," Robert Fulton and the unfortunate Charlotte Temple.
 - 103. John Jacob Astor.
 - 104. Opposite the Astor House on the east side of Broadway.
 - 105. Herald, Tribune, Sun, Times, World, and Evening Post.
- 106. Broadway is bordered by magnificent buildings, and Fifth Avenue is the most splendid in America
 - 107. It abounds in elegant churches and equally fine residences.
- 108 The Tombs Police Courts is where petty cases are disposed of and prisoners are kept awaiting trial.

Central Park contains 840 acres of ground covered with a heavy sod and planted trees. It furnishes many miles of drives and walks,

Upon Blackwell's Island, at the foot of Forty-sixth street, are

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Broadway. Vening Post. lings, and Fifth

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with a heavy sod and walks. sixth street, are located the Almshouse, Female Lunatic Asylum, Penitentiary, Workhouse, Blind Asylum, and Small-pox and Typhus Fever Hospitals. The buildings are all made of granite, quarried from the island by convicts.

Ward's Island divides the Harlem from the East River and contains the Male Lunatic Asylum, the Emigrants' Hospital, and the Inebriate Asylum.

Randal's Island is separated from Ward's by a narrow channel and contains the Idiot Asylum, the House of Refuge, the Infant Hospital, and other charitable institutions provided for by the city.

Hell Gate was originally a collection of rocks in mid-channel, which, as the tide swept in and out, caused the waters to rush in a succession of whirlpools and rapids. But a few years ago the United States engineers accomplished a gigantic excavation under the rocks and reefs. It is now comparatively safe and the few remaining rocks are being removed.

109. It is the great monetary, scientific, artistic, and intellectual center of the western world.

ROME .- (See P. 71, P. Ed.)

FRED AND HARRY'S PREPARATION FOR A TRIP TO ROME.

"See here, Fred, if we are to turn tourists at the end of our school-days, I say, let us learn something about the places we are bound for, because it will be dreadfully boring to be gaping around at things we know nothing about. Here is an excellent guide-book, and lo! the first thing that opens out to us is Rome."

"Here, hold there! I want to see the location of that city—' Modern Rome occupies the plain on each side of the Tiber and the slope of the Seven Hills.' There, turn over, that's all I want of location. Let us find where we can get the best furnished apartments. Fred, you read it out and I'll jot it down short in my note-book."

"All right, Harry, but why can we not bring the guide-book with us?"

"Don't you know, Fred, that to write is to remember? Now read."

"''The best situations for furnished apartments are in and about the Piazza di Spagna." Well, I suppose we'll want to hear Mass on Sunday, so let's learn about the Sixtine Chapel. 'Admission to the Sixtine Chapel, as well as to St. Peter's, on great occasions, is accorded to gentlemen in uniform or evening dress, and to ladies in black dresses and black veils, or black caps. Seats are reserved for ladies but are only to be obtained by cards, on account of the great demand.' Next, about the Seven Hills; it says that 'only three are within the city

limits; all lie on the left bank of the Tiber. In ancient Rome the Tiber was crossed by eight bridges. Vestiges of all may be traced but only four of them are entire.' Do you want anything about the public squares?''

- "Why, yes, Fred, what does it say about the Piazza del Popolo?"
- "'It has an Egyptian obelisk in the center, two handsome churches in front, so far apart as to leave room for three streets to diverge, the center one running due south, the others to the south-east on the left-hand, and the south-west on the right. This central street is the finest in Rome, and is called the Corso because of the horse races which take place in it during the carnival. This street is lined with splendid palaces and is always animated and imposing. The high ground east of the Piazza del Popolo is a public garden, which is the most frequented spot in Rome."
- "Look up the Marmatine Prisons, I'm bound to see them. What does it say, Fred?"
- "I've just found the page; now write fast, Harry. 'The Marmatine Prisons, upon the declivity of the Capitoline Hill, near the arch of Septimus Servus, are entered through a chapel beneath the flight of steps leading to the church of San Guiseppe dei Falegnami. They consist of a large vault which appears originally to have no other entrance than a square aperture at the top in the vaulted roof. The construction of these vaults in every way proves their high antiquity and there is no reason to doubt the correctness of their present appellation. The pillar to which St. Peter was bound is still shown."
 - "Now, let us hear something about the Arch of Titus."
- "'The Arch of Titus is at the culminating point of the Via Sacra, adorned with low reliefs, the finest monument of its kind which has come down to our times.' And, Harry, the Pantheon is right on the same page, so I may as well read what it says about it."
- "Certainly, Fred, I was just going to ask you to hunt it up; I'm ready now."
- "'The Pantheon was built by Agrippa, the son-in law of Augustus. The portico is decorated with sixteen columns of the Corinthian order; the bases and capitals are of white marble. It was divested of its bronze-gilt tiles by Emperor Constans II. and further despoiled by Pope Urban VIII. It is to the fact that Pope Boniface IV. obtained permission from Emperor Phocas to convert it to a Christian Church in 608, dedicated to Santa Maria ad Martyres, that its perfect preservation is due."
- "Yes, I have that—but, Fred, don't turn so fast; there on that page it speaks of the Baths and Aqueducts. You look it over while I sharpen my lead pencil. Now begin, Fred, for there's no time to lose.

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st; there on that ook it over while I s's no time to lose. You know we have to prepare our Geometry lesson for to-morrow yet this evening."

"'The Baths and Palace of Titus were the first gallery of ancient painting restored to the world. They were fitted up in the most costly manner, that which, at first designed to promote health, becoming an object of luxury and magnificence.

"'The Aqueducts are among the most prominent features in the landscape in the southeast of Rome.' Oh, Harry, here is the Palace of the Cæsars! I'm going to skip all the rest of this and hurry on to it."

"Good for you, Fred, I'm glad you have found it. We'll look over the other after awhile and see if it is good for anything. Read away."

" This Imperial Palace had its beginning in the modest mansion of Hortensius. Sutonius tells us that Augustus lived at first near the Roman Forum, in a house which had belonged to Calvus, the orator, and subsequently on the Palatine hill but still in an unpretending house of Hortensius, remarkable neither for extent nor ornament. He continued to occupy the same bed-chamber, winter and summer, for nearly forty years. It was burnt down during the reign of Augustus, by whom it was also rebuilt. Some additions were made by Tiberius and continued by Caligula. The temple of Castor and Pollux was now converted into a sort of vestibule to the palace. This was also destroyed by fire and its magnificence afterwards eclipsed by the Golden House of Nero, which occupied all the immediate space where the Coliseum now stands. When it was finished the emperor is said to have exclaimed that Now, at last, he had begun to live like a man. Thus from Augustus to Nero is the period of its increase; from Nero to Valentinian III., its history is but a succession of fires, devastations and repairs.' Here are a few words about the tomb of Cæcilia Metella. You may as well jot them 'The tomb of Cæcilia Metella, the wife of Crassus, on the Appian Way, sufficiently perfect and solid in construction to admit of incorporation as one of the defenses of a castle erected by the Savilli family in the beginning of the thirteenth century, subsequently occupied by Caltanis, to which circumstance it owes its mediæval battlements.' Say, Harry, here are the Obelisks of Rome, the Basilicas, St. Peter's, the Palaces of Rome, the Coliseum, the Fountains-"

"Hold there, Fred, I can't catch all of those names. One at a time, please. Let's hear a little about each. Isn't it fortunate that we came across this book?"

"I should say that it was, but hurry up, old fellow, and get your things fixed. I'm thinking of the 'fix' we're getting ourselves into by not looking up that wretched Latin; but, here goes: 'The Obelisks are ancient monuments which contribute much to the character of ancient Rome. The House of Rienzi, called by the Romans the House of Pilate, is at the end of the Vicolo delta Fontanellas, near the Temple of

Hortensia. It is of brick, two stories high and covered with columns and ornamented with various dates.

"'St. Peter's is by far, the most magnificent church ever constructed. The cupola has always been regarded as one of the most sublime efforts of architectural science. The very air seems to eat up all that is harsh or colossal and leave nothing but the sublime to feast on.

"' The remains of St. Peter are preserved in the Chapel of the Confession. Paul V. caused this chapel to be ornamented with one hundred and forty-two lamps, which are kept always burning.

"' The Grottio Vatican contains the tombs of the greater number of Popes, of the last three princes of the house of Stuart, many Cardinals and others. The Basilica outside the wall was rebuilt by San Lorenzo in the sixth century. The church contains a series of medallion portraits of Popes in mosaic. Near the transepts on the sides are colossal figures of St. Peter and St. Paul. The monastery attached to this church has belonged to the Benedictines since 1442.' Now we have come to the palaces of Rome. Continue writing, Harry. 'The Vatican is less a palace than an assemblage of palaces, of irregular edifices, upon which the most celebrated architects, as Bramante, Raphael, Maderno and Bernini, have been employed. It is three stories high and contains an infinity of saloons, galleries, chapels, corridors, a library, an immense museum and a garden. The popes first took up their residence in the Vatican after their return from Avignon. John XXIII. made a communication between the palace and the Castle of San Angelo by means of a covered gallery. Nicholas V. surrounded it with walls.

"'The Fontanadi di Frevi is a little south of the Piazzi Colonna. On leaving Rome many drink its waters and throw a coin into the basin, believing that by so doing their return to Rome will be ensured. It is one of the most remarkable fountains in Rome."

"Say, Fred, while we are at this business, let's look up the names of some of the hotels in Rome. You know we'll want to know all of these things when we get there and we may as well find out now. Can't find it? Well, look among those pages we skipped when we were looking for the palace of the Cæsars. There it is now!"

" 'Some of the principal hotels are the Russia de Paris, di Londra, Sibylla, Villa of Hadrian."

"That's splendid; now we will know where to stop after we get there. Continue Fred."

"All right, Harry, get your materials in good working order, for here comes a host of things; and then I think we had better get out that musty Virgil and proceed to business. All ready? Well then, here I go.

"'It is no easy task to determine the exact site of the Tarpeian Rock, that part, at least, from which the criminals were thrown and when the

rered with columns

t church ever conas one of the most air seems to eat up sublime to feast on. Chapel of the Cond with one hundred

e greater number of rt, many Cardinals lt by San Lorenzo of medallion porthe sides are colosry attached to this 2.' Now we have rry. The Vatican f irregular edifices, ramante, Raphael, ee stories high and orridors, a library, took up their resion. John XXIII. stle of San Angelo ided it with walls. ne Piazzi Colonna.

look up the names nt to know all of rell find out now. ped when we were

oin into the basin,

be ensured. It is

Paris, di Londra,

stop after we get

orking order, for better get out that Well then, here I

ne Tarpeian Rock, own and when the spot is ascertained as nearly as may be, there is scarcely anything in Rome more likely to create disappointment.

Amminanus calls it, 'A solid mass of stonework, to whose summit the human eye can scarcely reach.' Besides the combats of wild beasts with gladiators, or of gladiators with each other—the usual exhibitions of the amphitheatre—sometimes condemned malefactors and unoffending Christians were here exposed to wild beasts. Every nation has its vice, and cruelty seems to have been the vice of Rome.

"'Trojan's Column is an immense field of antiquities where—contrary to the practice of the ancient sculptors of representing the figure in a state of nudity, or of suppressing parts of the dresses that never were in vogue at all—the Roman dress and tactics are exhibited without alteration or embellishment.

by some to be of a date prior to the age of Augustus, has no great evidence to produce in support of its pretensions to such antiquity. The walls are composed of blocks of Parian marble, so neatly fitted together, as to look like one continuous mass.

"'The Tarso was the favorite study of Michael Angelo and Annibale Caracci, the latter of whom, according to Lanzi, could give an accurate drawing from memory. From its mutilated state it can be interesting only to the eye of science. It is seated on a lion's skin and from certain peculiarities of style it is thought to represent Hercules in repose and raised to immortality.

"'The Dying Gladiator is represented naked, reclining on a shield, with a short sword and a broken horn by his side and a cord knotted around his neck. His demeanor is manly, patient and resigned; he supports himself on his left arm and seems laboring to suppress the expression of agony. It affords another instance of Michael Angelo's skill in restoration; he has contributed an arm, a foot, the upper lip and the tip of the nose."

"Now, Fred, we must hurry and get these things put away. The bell to put out lights rang fully five minutes ago and you know the penalty if we are caught again. Anyhow I'm glad we have these notes on Rome; we'll manage somehow to get the lessons in to-morrow. Good-night, old chap, may you spend the coming seven hours in Roman wonders."

APPENDIX.

EXERCISES TO ILLUSTRATE

THE

TOPICS USED IN THE LANGUAGE MANUAL.

FIRST YEAR-FIRST QUARTER.

FIRST TOPIC.

Use of a and an, with Name Words.

A box, an egg.
An ox, a hen.
A dog, an orange.

An apron, a knife.
An inkstand, a boy.
A list, an ear-ring.

A desk, an oil-can. A man, an angel. A girl, an Indian.

SECOND TOPIC.

The Above Words in Sentences.

An egg is in the box.
An ox and a hen are in the yard.
I have a dog and an orange.
There is a knife in my apron pocket.
A boy has an inkstand.

An ear-ring is marked on the list.
An oil-can is on the deck.
I see the picture of a man and an angel.
The girl saw an Indian.

THIRD TOPIC.

One.

The goose swims.
The man was there.
The knife was closed.
The woman was kind.
The box was full.
The child plays.
The turkey was good.
The calf is pretty.
The wolf came.

More than one.

The geese swim.
The men were there.
The knives were closed.
The women were kind.
The boxes were full.
The children play.
The turkeys were good.
The calves are pretty.
The wolves came.

FIRST YEAR-SECOND QUARTER.

FOURTH TOPIC.

Blanks.

He - my brother. They - my brothers. The - is swimming.

Here - - box, - inkstand, - earring, - orange. What shall I do with them? - she at home?

I — invited.

- you there?

How many - invited?

Filled.

He is my brother. They are my brothers.

The goose is swimming. Here are a box, an inkstand, an ear-

ring, and an orange. What shall I do with them? Is she at home?

Were you there?

How many were invited?

I am invited.

FIFTH AND SIXTH TOPICS.

Changes of Person and Number.

TEACHER.

I am at school. I am writing. Children came. Birds were singing. She is my best friend. We shall go to-morrow. Were you there? - am at school. Birds - singing. - you there? We - - to-morrow.

— came.

PUPIL.

You were at school. You are writing. The child came. The birds are singing. You are my best friend. You will go to-morrow. I was there. You -- to school. You - - to-morrow. The - are singing. You -

SIXTH TOPIC.

This, These.

This is mine. These are oranges. This is pretty. These houses over there are just like those at my Grandpa's.

These books are not mine. These flowers are like those you

brought yesterday. I am afraid the children are not as good as those in the other room.

That, Those.

That is yours. Those are oranges.

Those are pretty.

Those houses over there look like this house.

No, those are your brothers.

Those I bought yesterday were smaller.

Those in the other room are older.

RATE

RTER.

Words.

68.

desk, an oil-can,

man, an angel.

girl, an Indian.

marked on the list.

ture of a man and an

n the deck.

n Indian.

GE MANUAL.

e than one. there. ere closed.

ere kind. re full.

play. rere good.

pretty. me.

SEVENTH TOPIC.

Supply Noun and Kind Words.

The snow is —.
The coal is —.
I have a — dress.
This is an — book.
You write — —.

She walks —.
She plays —.
She sings —.
They spoke so —.
The — exercise was written so —.

EIGHTH TOPIC.

Use of the Pronoun.

She came with me.
This is his book.
She might not like it.
It may snow.
He came last night.
Then we will go home.
They will stay until Christmas.
Her voice is so sweet.
He is my pet uncle.
He is the brightest in it.
— am fond of ——.
Will —— stay?
Yes, and so can ——.

FIRST YEAR-THIRD QUARTER.

NINTH TOPIC.

Use of Words Spelled Differently but Pronounced Alike.

Did you know that no one came?
I would like to see the wood.
There is a great blaze in the grate.
He was wholly taken up with holy plans.
They were a precious pair of pears.

They were a precious pair of pears.

Forth they marched for the fourth time.

You sew so well.

They passed over past memories.

Let him sing the new hymn.

Lessen the number of questions in the lesson.

It was a piece of news which gave peace to all.

TENTH TOPIC.

Errors Corrected.

I heard Eddy saying, "I have got a new book, and my little brother has got a new book."

rds.

0 -

school, s slate.

r's book. ld.

ad of his class.

orother. me. 7?

RTER.

onounced Alike.

er past memories.

iber of questions in the

of news which gave

he new hymn.

e. arlie came. well. er is here.

ise was written so —

He ought not to have used got.

Molly said, "She don't know anything."

She ought to have said doesn't know.

Sarah said, "Go and bring me a chair."

She ought to say fetch.

The man said, "Carry your books home."

He ought to say bring.

11TH TOPIC.—Children repeat little stories.

12TH TOPIC.—Copy from Readers.

13TH TOPIC.—Same as 10th.

FOURTEENTH TOPIC.

Mr. Mister. Mrs. Mistress. Ave. Avenue. Dr. Doctor. St. Street. Dr. Debtor.

LANGUAGE WORK, SECOND YEAR-FIRST QUARTER.

1st Topic.—Review.

SECOND TOPIC.

Irregular Verbs.

I am about to break this stick.
I was about to write a letter.
He was about to drive home.
She was to strive for the medal.
I know the man well.
Sing your sweetest song.
Grind the coffee quickly.
Meet me at the gate.
See to that recitation.
Come when you can.
Birdie, build your nest.
Fight bravely to the end.
The dog made a spring.

I broke the stick yesterday.
He wrote the letter last week.
They drove to church.
Charlie strove against her.
We knew him long ago.
She sang in our choir.
The coffee is ground too coarse.
They met in the church-yard.
I saw that we would miss.
They came on New Year's.
The birds built here last year.
They fought till all was over.
He sprang at the Indian.

The stick is broken. The letter was written. They have driven home. They have striven well. They have known him for years. They have sung their best song. It was ground to atoms. They have met. They have come to spend the holidays.

LANGUAGE WORK-SECOND YEAR-FIRST QUARTER

1st Topic .- Review.

SECOND TOPIC.

Irregular Verbs.

Present.	Past.	Perfect.
give	gave	given
forsake	forsook	forsaken
do	did	done
hide	hid	hidden
begin	began	begun
am	was	been
freeze	froze	frozen

THIRD TOPIC .- NOMINATIVE FORMS.

Proper Use of is and was.

Who is at the door? Who is it that is at the door? Charlie, who wrote this? I saw you and your sister at the board. Who wrote this?

Tell me who is questioning you. Begin your answer with it.

I see three little girls in the other room. I wonder who is whispering?

It is I.

It is I who am at the door. It was I who wrote it.

It was she and I that wrote it.

It is you who are questioning me.

It is they who are whispering.

It was they who came. It was she that you sent. It was he that told on us. Is it I that you want? It is he and I that are reciting. Was it he and his sister that you met? Is it Mary and I you want?

SECOND YEAR-SECOND QUARTER.

FOURTH TOPIC .- OBJECTIVE FORMS.

Personal Pronouns.

Mary, take your seat. To whom | You have spoken to me. have I spoken? Ellie, be seated. Now to whom have I spoken?

Whom have I sent to their seats? To whom am I speaking?

You have spoken to Ellie and me.

You have sent Ellie and me. You are speaking to Ellie and me.

T QUARTER

PERFECT.

ven rsaken

one idden

egun

een Ozen

he door.

e it. nat wrote it.

uestioning me.

whispering.

was he that told on ng. Was it he and

TER.

...

to me.

to Ellie and me.

ie and me. to Ellie and me.

FIFTH TOPIC.-Possessives.

John's pencil. Mary's book.

Mother's gloves. Father's horse.

James' comb.
Agnes' hat.

Horses' cry. Edgar's shoes.

6тн Торіс.—Same as 10th Topic, 1st Grade.

SEVENTH TOPIC.

Use of the Comparative and Superlative Degrees.

My dress is new. I am tall.
This is long.

Her's is newer. You are taller. That is longer.

Yours is the newest. He is the tailest. The third is longest.

8TH TOPIC.—Pronunciation of words, selected from Catechism or Reader.

NINTH TOPIC.

Errors Corrected.

Willie said "Will you learn me my lesson?" He ought to have said teach. I heard a man say, "I would as lives go as not." He ought to have said lief, etc.

TENTH TOPIC.

Abbreviations and Address.

Sun. Mon. Tues. Wed.

Sunday Monday Tuesday Wednesday St. Joseph's Academy, St. Louis, Mo.

July 26, 1889.

ELEVENTH TOPIC.

Rules for Punctuation.

Come in time.

O my God, I love Thee.

Do you hear what I say?

Mary lives in Pittsburgh.

Note.—The small figures placed over the words show the rule of Punctuation applied.

TWELFTH TOPIC.

Incorrect Sentences.

We was all there. We had the nicest time. She don't know nobody. We were all there.
We had a pleasant time.
She doesn't know anyone.

13TH TOPIC. - Write Letters and Stories, etc.

FOURTEENTH TOPIC.

Different Forms of the Verb.

I am speaking as I spoke before.

Drive as your father drove.

We had begun before you sat down.

The man who came here yesterday is is to come again to-morrow.

THIRD GRADE-FIRST QUARTER.

FIRST TOPIC.

Com.	PROPER.	SINGULAR.	PLURAL.	Possessive.
desk		desk		
desks			desks	
	Mary	Mary		
	Mary's			Mary's
	desk	desks Mary	desk desk desk Mary Mary	desk desks desks Mary Mary

2ND Topic. - Same as 2nd Topic, 1st year.

THIRD TOPIC.

Filling Blanks.

The rose smells ——.
She feels ——.
The trees look ——.
It tastes ——.
She seems ——.

The rose smells sweet. She feels sad. The trees look grand. It tastes sour. She seems dull.

FOURTH TOPIC.

Different Forms of who.

did — meet?
You called —?
— did he say it was?
— came with you?
He hit —?

Whom did you meet? You called who? Who did he say it was? Who came with you? He hit whom?

FIFTH TOPIC.

The Use of that, who and which.

That is the horse that won the race. Which dog did you mean?

The one which I saw was lame. Who is to come?

SIXTH TOPIC.

Analysis of Words.

Bad has three letters—1st, consonant; 2d, vowel; 3d, consonant. The has three letters—1st, consonant; 2d, consonant; 3d vowel.

Divide syllables, mark accents and vowels of following words:

Di-vis-ion A-gree-a-ble

Di-vin-ity Home-sick-ness

Char-i-ty Fe-lic-i-ty

7тн Торіс.—Same as 9th Topic, 1st Grade.

8TH TOPIC.—Same as 8th Topic, 2nd Grade.

9тн Торіс.—Abuse of Words. See T. Ed., p. 17.

TENTH TOPIC.

The Possessive Singular.

Rule 1. The possessive singular noun is formed by the apostrophe and s.

Rule 2. The possessive of plural nouns ending in s, is formed by adding the apostrophe.

Rule 3. The possessive plural of nouns not ending in s, is formed by adding the apostrophe and s.

11тн Торіс—Same as Topic 13th, 1st Grade. See Teacher's Ed., page 18. For 12th, 13th and 14th Topics, pp. 18-20.

FOURTH GRADE.

SECOND TOPIC .- QUOTATION MARKS.

As has been already remarked this Grade is but a review of what has preceded it, and its work is well marked in Pupils' Edition.

This is the year for the pupil to unite his knowledge of the Science and Object Lessons that have been imparted to him. To review his punctuation, to give rules for the marks he finds in his Reader and Letter-Writer, and, above all, to be able to place quickly and correctly each of the parts of speech in its proper column. This is pre-eminently the work of this grade.

In order to prepare pupils for the placing in diagram each of the parts of speech, oral work must tend to this end for some time before the exercises be called for in the Fourth Year. If the work of previous years has been well done, pupils will have time to become familiar with the following list of words:

TER.

URAL. POSSESSIVE.

e here yesterday is

to-morrow.

Mary's

weet.

rand.

neet?

it was?

you?

ch.

PERSONAL PRONOUNS.

First Per.	Nom.	Poss.	Овј.	INTERROG. Sing. & Plu.	SIMPLE RELATIVES.
Singular. Plural.	I We	My or Mine Our or Ours	We Us	Who Whose	Who, which, What and that
Sec. Per. Sing. and Plural.	You	Your	You	Whom	Whoever, whosoever Whichever, whichsoever Whatever,
Third P. Sing. and Plural.	They It	Their It's	Them It		whatsoever

ADVERBS.

PLACE.	TIME.	CAUSE.	MANNER.	DEGREE.	MODEL ADV.
Above Below Down Up here Hither There Where Herein Hence Thence Whence Everywhere Far back Yonder Fourth Away Abroad Aloft Forwards First Secondly Wherever	Again After Ago Always Anon Early Ever Never Frequently Hereafter Hitherto Immediately Lately Now Often Seldom Soon Sometimes Then When While Until	Where- fore There- fore Then Why	Anyhow Amiss Asunder Badly Easily Foolishly Sweetly Certainly Surely Verily Nay Not Nowise Perhaps Perchance Probably	As Almost Altogether Enough Even Equally Much More Most Little Less Least Wholly Partly Only Quite Scarcely Nearly Too Chiefly Somewhat	Verily Truly Not No Yes Etc.

LIST OF PREPOSITIONS.

A, abroad, about.
Across, against.
Among, athwart.
Before, behind.
Beneath, beside.
Between, betwixt.

Concerning, down.
During, ere, except.
Far, from, in, into.
Like, not with standing.
Of, off, on, over, out.
Past, round.

Save, since, till, through. Throughout, toward. Under, into, up, upon. With, within, without.

LIST OF INTERJECTIONS.

Ah, aha, hurra. Huzza, oh, alas. Welladay, alack. Ha, indeed, bravo. Pshaw.

Heigh-ho, ha, ha, ha. Avaunt, begone. Hail, all-hail. Faugh, fie. Fudge.

Adieu, farewell.
Hallo, ahoy.
Lo, hark, hist, whist.
Hush, tush, avast.
Hold, eh, hey.

CONJUNCTIONS

Sub-Classes of Co-ordinate Conjunctions.	COPULATIVE. And, also Further Moreover	Adv'sative, But, still Yet, only However Notwith- standing	ALTERNATIVE As, also Otherwise Or, nor Either	ILLATIVE. Hence, thence Then, therefore Wherefore For, because Accordingly
Sub-Classes of Subordinates,	CAUSAL. That, so that If, unless Except, as Because Since Although For as Lest Whereas	TEMPORAL. Ere, after Before, until Whilst When Etc.	Local. Where, there Whence, thence Whither thither Etc.	Manner or Deg. As, as if How, although Than, so as Etc.

FIFTH GRADE.

The First Quarter of this Grade calls for Letter-Writer, Part II., and the teachers who have used this book know how much there is for the pupil to learn of Outlines, Rules, Punctuation, Description. Added to this you find in P. Ed., the Noun, the Verb and the Adjective. On page 31, P. Ed., there are a few hints given concerning the Participle, so few that it may be well to add something here.

PRESENT.	Perfect.	COMPOUND.
Lingering	Lingered	Having lingered
Loving	Loved	Having loved
Accusing	Accused	Having been accused
Exhorting	Exhorted	Having exhorted
Descending	Descended	Having descended
Following	Followed	Having followed
Welcoming	Welcomed	Having been welcome

Note.—The various ways in which the Participle is used must be explained so that there remain no danger of mistaking it.

Verily
Truly
her Not
No
Yes
Etc.

EE.

MODEL ADV.

SIMPLE RELATIVES.

What and that

whosoever

whichsoever

whatsoever

Who, which,

Whoever,

Whichever.

Whatever,

hat

, since, till, through, ughout, toward. er, into, up, upon. t, within, without.

AUXILIARIES.

Present.	PAST.	Perfect.
Do	Did	Done
Has, have	Had	Have had
May	Might	Might have
Can	Could	Could have
Shall	Should	Should have
Will	Would	Would have

* Rem .- Participles may be used in every " Part of Speech."

Note.-A Participle used as a Noun may be the subject of a sentence.

Examples.-1. "The beginning of strife is as when one letteth out water."

2. "The plowing of the wicked is sin."

 "Taking a madman's sword, to prevent his doing mischief, CANNOT BE REGARDED as robbing him.

PARTICIPLE CONTINUED.

Nouns used as Subjects.

The beginning of strife, etc.

The plowing of spring

Used as Objects.

I dislike being laughed at.

I doubt his having been there.

To prevent his doing wrong.

In the beginning —

He was too bent upon supplying news.

N. B. A Participle, used as a Noun, retains its verbal rights.

We could not help giving alms.

Receiving stolen goods is a sin.

A Verb expresses action, being or state; a Participle merely assumes action, being or state.

The infinitive is a form of the which names, the action or being in a general way, without asserting it of anything.

Present.	Past.	Past Par.	PRESENT.	PAST.	PAST PAR.
be or am	was	been	lay	laid	laid
begin	began	begun	lie (to rest)	lay	lain
blow	blew	blown	ride	rode	ridden
break	broke	broken	ring	rang	rung
choose	chose	chosen	rise	rose	risen
come	came	come	run	ran	run
do	did	done	see	saw	seen
draw	drew	drawn	set	set	set
drink	drank	drunk	sit	sat	sat
drive	drove	driven	shake	shook	shaken
eat	ate	eaten	sing	sang	sung
fall	fell	fallen	slay	slew	slain
fly	flew	flown	speak	spoke	spoken .
freeze	froze	frozen	steal	stole	stolen
go	went	gone	swim	swam	swum
get	got	got, gotten	take	took	taken
give	gave	given	tear	tore	torn
grow	grew	grown	throw	threw	thrown
have	had	had	wear	wore	worn
know	knew	known	write	wrote	written

The following Irregular Verbs are called Defective, because some of their parts are wanting:

PRESENT.	Past.	PRESENT.	PAST
Can	Could	Will	Would
May	Might	Must	
Shall	Should	Ought	

The Object of a Verb.

"I DOUBTED his having been a soldier."

"While you strive to BEAR being laughed at."

"Taking a madman's sword to prevent his doing mischief cannot be regarded as robbing him"

The Object of a Preposition.

"In the beginning," etc.

"Poverty turns our thoughts too much upon the supplying of our wants; riches upon ENJOYING our superfluities."

Note.—A Participle used as a Noun, i. e., as the name of an action, retains its verbal character, and may be followed by an Object when it is the leader of a Participlal Phrase.

Examples .- 1. "They could not avoid giving offense."

- "Its excesses may be restrained without destroying its existence."
- 3. Receiving goods known to be stolen, is a criminal offense.
- 4. We have succeeded in Making a beginning.

Note.—The sign of the Possessive Case of Nouns and Pronouns, used as the Logical Subjects of Participles, should not be omitted.

Examples.—Improper Construction.—1. A fair wind is the cause of a vessel sailing.

2. He opposed me going to college.

Correct -1. A fair wind is the cause of a vessel's sailing.

2. He opposed my going to college,

OBS.—I. The Logical Subject of a Participle may be in the Objective Case only as the Object of a Preposition.

Examples.-1. "The plowing of the wicked is sin."

 By the crowing of the cock we knew that morning was nigh.

REM.—"Cock" is the Object of the Preposition "of," and is therefore in the Objective case. But it is also the Agent of the Action implied in the word "crowing," and is therefore the Logical Subject of the Verbal Noun—"crowing."

OBS.—II. Phrases thus used as Adjuncts of Participles are sometimes equivalent to Possessive Specifying Adjectives, and, therefore, are interchangeable.

Examples.-1. The crowing of the cock. The cock's crowing.

We listened to the singing of the children." We listened to the children's singing.

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Obs.—III. The Definitive the, should not be placed before a Verbal Noun whose Logical Subject is the Object of the Preposition "of."

Example.-" The plowing of the wicked is sin."

Obs.—IV. The Definitive the, should not be placed before a Verbal Nounwhose Logical Subject is in the Possessive Case.

Example.-" You object to my plowing the garden so early."

Note.—A Participle used to introduce a Participial Phrase has the same construction as the Phrase which it introduces.

Example.—"Suspecting the treachery of our guide, we made preparations for defending ourselves from any hostile attacks."

1. Here, "suspecting" and "defending" are Participles. Each used to introduce a Participial Phrase. But,

"Suspecting the treachery of our guide," shows a condition of "we," hence, an Adjective Phrase.

"Suspecting" describes "we" by expressing, incidentally, an act of "we," hence, a Verbal Adjective.

"Defending ourselves" is a Participial Phrase—Object of the Preposition "for," hence, a Substantive Phrase.

"Defending" is the name of an act, Object of the Preposition "fer," hence a Verbal Noun.

2. Suspicious of the treachery of our guides, we made preparations for defense.

"Suspicious" describes "we," by expressing a condition or state of "we," hence, an Adjective.

"Defense" is a name Object of the Preposition "for," hence, a Noun.

Note.—A Participle used as a Preposition, shows a relation of its object to the word which its Phrase qualifies.

Example.-" He said nothing concerning his temporal affairs."

Obs.—The young scholar often finds it difficult to determine whether a Participle is used as a Preposition or as an Adjective. His difficulties on this subject will vanish when he recollects that—

1. A Participle used as a Preposition does not relate to a Noun or to a Pronoun—it generally introduces an Adverbial Phrase.

A Participle used as an Adjective always relates to a Noun or to a Pronoun—it generally introduces an Adjective Phrase.

Note.—A Participle used in Predicate asserts an act, being or state, and may be modified by Adverbs.

Example.—We are anxiously expecting to hear from William.

Note.—In the use of Participles in Predicate, the proper modification should be used.

When an action is to be predicated of the Subject, i. e., when the Subject performs the act, the Active Participle should be used.

The Infinitive Phrase.

The Infinitive Verb, with its Preposition, constitutes an Infinitive Phrase, and may be construed as a Substantive, an Adjective, or an Adverb.

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Infinitive Phrase, Idverb. Examples.-1. "To be content is his natural desire."

2. We should make efforts to improve.

3. William was invited to attend lectures.

An Infinitive Phrase, used Substantively, may be the Subject of a sentence.

Example.-"To be able to read well, is a valuable accomplishment."

The Object of a Preposition.

Examples.-1. "We are about to retire."

2. "Be so kind as to place that in diagram."

A Logical Adjunct.

EXAMPLE.—It is our duty to make good use of our time.

An Infinitive Phrase, used Adjectively, may be the Adjunct.

Of the Subject of a Sentence.

Example.- "A constant purpose to excel marked his whole career."

Of the Object of a Sentence.

Example. - William has made efforts to improve in speaking.

Of the Object of a Phrase.

Example.—"He arrived in TIME to give his vote."

Of a Substantive in Predicate.

Example.—That is the Business next to be done.

An Infinitive Phrase, used Adverbially, may be the Adjunct.

Of a Verb in Predicate.

Example. - Will you allow me to place this in diagram?

Of an Adjective in Predicate.

Example.-We are ready to depart.

Of an Adverb.

Example. - We were too late to take the cars.

The Infinitive, like other Phrases, is sometimes independent in construction.

Example.—"And to be plain with you, I think you more unreasonable than he."

The Infinitive Phrase often follows the words as and than.

Examples,-1. "An object so high as to be invisible."

"He said nothing further than to give an apology for his vote."

REM.—In the above and similar examples, as and than are to be regarded as Prepositions, having for their objects the Infinite Phrases following. In like manner it sometimes follows other Prepositions.

Example.-We are about to recite.

REVIEW OF SIXTH GRADE.

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The technicalities of Orthography and Etymology come into this Grade with the text-book.

SOME RULES FOR SPELLING.

1. Words ending in e, usually drop the e when a suffix, beginning with a vowel, is added.

Examples.-Choose, choosing; nerve, nervous; sale, salable.

2. Words ending in e, usually retain the e when a suffix, beginning with a consonant, is added.

Examples. - Cause, causeless; peace, peaceful; whole, wholesome.

3. Words ending in y, preceded by a consonant, change the y into i before all suffixes, except those beginning with i.

Examples.-Deny, denied; army, armies; essay, essayist.

4. Final y, preceded by a vowel, is not changed.

5. Words of one syllable, and words accented on the last syllable, ending with a single consonant, preceded by a single vowel, double the final consonant before a yowel suffix.

Examples.—Hot, hotter; acquit, acquitted; blot, blotted, permit, permitted.

6. If two yowels, or another consonant, precede the final consonant, or if the accent is not on the last syllable, the final letter is not doubled.

Examples.-Credit, credited; room, roomy: join, joiner.

- 7. The general rule for the formation of the plural is to add s or es to the singular.
- a. If the singular ends in y, preceded by a consonant, the plural is formed by changing y into ies.

Examples.—Story, stories; pony ponies.

b. Some Nouns ending in f or fe, change these into ves for the plural.

Example.-Knife, knives.

c. Figures, letters and signs, form their plurals by adding an apostrophe (') and s.

Examples. -3's fourth's, six's.

8. The general rule for forming the possessive case, is to add the apostrophe and s ('s) to the nominative.

Example. - A lady's school.

a. If the plural ends in s the apostrophe only is added.

Examples.-Ladies' school; Dickens' works.

FOR DIACRITICAL MARKING.

Call on pupils to place Diacritical marks over such words as the following:

A as in ale.	A like e in prey.	Like a in arm.
Bake, spare. Lake, lace. Rake, pray.	Chase, reindeer. Feign, raiment. Strange, naval.	Card, gaunt, haunt, park. Lard, dark, palm, calm. Starch, bark, psalm, calf.
A as in add.	A as in all.	A as in fare.
Act, manful. Tract, relax. Lamb, accent.	Falter, almost. Palsy, au hor. Caldron, autumn.	Dare, snare, scare, prayer. Tare, wear, there, square. Glare, lair, where, chair.
A as in ask. Pastor, surpass. Pasture, ghastly. Plaster, contrast.	A as in what, like o in not. Quarrel, stalwart. Wanton, quadrant. Waddle, quadruped.	E as in mete, ee, ie, ei and i-e. Screen, beard, briefly. Niece, yeast, unique. Piece, weave, fatigue.
E as in met. Pleasant, measure. Feather, headache. leather, again.	E as in verb, i-e. Circle, eistern. Circus, merchant. Kernel, servant.	I as in fine, y-i. Ally, hydrant. Hyphen, decry, Good-by, flying.
I as in it.	O as in old.	O as in on.
Kiln, frigid. Rigid, vineyard. Fissure, lily. Whisper, pity.	Forego, railroad. Poscript, morose. Aboard, deplore. Loathsome, ignore.	Horror, porridge, cottage. Hoyel, motley, concrete Unlock, knotty, revolve Process, coffin, involve.
O as in do . $U = oo = o$. Frugal, grouping. Construe, tourist. Chewing, truly.	O as in wolf. $U = oo = o$. Push, should. Bush, punish. Could, discuss.	U=0. Cudgel, insult, usher. Luncheon, cupboard, enough. Suburb, Buffalo, abrupt
U as in use.	Oi as in oil.	Ou as in out. Ow = ou
Duty, consume. Stupid, fluid. Resume, cube.	Destroy, cloister. Exploit, rejoice. Appoint, loyal.	Account, gouge, tower. Pronounce, scoundrel, flour. Crowded, bowels, drowsy.

into this Grade

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t syllable, ending the final conso-

ed, permit, per-

al consonant, or loubled.

add s or es to the

e plural is formed

r the plural.

g an apostrophe

add the apostro-

Y as in hymn.

Physic, syntax. Pygmy, lyric. Cynic, Abyss. REVIEW.

Lawn, glaver. Glass, slant. Was, we, fleece. Err, zinc, soap. Rude, food, pot. Dost, dust, duty. Point, cyst, palace. Music, icicle, news. Neighbor, errand. Gossip, hectic.

EQUIVALENTS.

A like e (short). A like o circumflex, or E like a (long). a before w, ll, ul, ught. Said, says, any. Feign, weigh, they. Paw, tall, talk. Ay like ai, like a long. E like i (short). Hawk, salt, dawn. Bald, aught, walk. Pay, laid, baby. Been, English. E (wave). Her, teeth. A like o (short). Ai like i (short). Eau like u (long) and o. Was, wand, watch. Fountain, mountain. Beauty, beau. A before l, lf, lv and r E (short). Ew like u (long). Calm, half, salve, car. Peck, send, met, ten. Few, dew, new, hew, stew. E (obscure). The man, mother. A before ss, sk, sp, st, E (long). O like u (short). ff, ft, nt, nc. Here, cede, mete. Son, ton, won. Pass, ask, last. Ask, chaff, shaft. Ew like o (long). Oa, oe, eo, like o (long. Grant, dance. Blanch. Sew, threw. Roar, for, yeoman. I like e (long). Ow, ou, oy, like oi. Salim, muffin, cousin. Cow, frown, out, oil. South, boy. Ow, ou like o (long). Oo like o (long). C like s. Tow, pour, dough. Door, floor, brooch. Cent, cite, cyst. O like wn. Ou, ow like u (short). C like z. Bellows, gallows. One, once. Suffice, discern. Flood, blood. O circumflex. Clike k. Or, for, nor, morn. Cat, cob, cut.

ist, duty. rst, palace. ricle, news. r, errand. hectic.
ie a (long).
eigh, they.
e i (short).
nglish.
u flavor
u (long) and o. beau.
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won. o, like o (long. , yeoman. , oy, like oi. wn, out, oil. oy. like s. e, cyst.
won. b, like o (long. b, yeoman. b, oy, like oi. bwn, ont, oil. by. like s. be, cyst. like z.
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won. b, like o (long. b, yeoman. b, oy, like oi. bwn, ont, oil. by. like s. be, cyst. like z.

cut.

Oo (long).	U like i (short)	Ch like tsh.		
Moon, goose. Stoop, root. Too.	Lettuce, busy, business. Ur like e (short).	Church.		
	Bury, buried. Ch (silent). Schism.	Chrism.		
D (silent).	G like j.	Gh (silent).		
Pledged.	Gem, gin. Gymnastic.	Light.		
D like t .	G (hard).	Gh like f.		
Tapped. G (silent).	Game, gore, glad.	Laugh, cough, Trough.		
Gnat.				
X = gz.	X=z.	T (silent).		
Exact, exert. Exist, exhort.	Xerxes. $Z = zh$.	Glisten, nestle, thistle, $T = sh.$		
X = ksh.	z = zh. Azure.	Partial, patient, nation		
Noxious, flexion.	T=ch.	Tarviai, parient, nation		
	Question, Christian.			
The Breath Sound.	The Voice Sound.	W (silent).		
Throb, thrust, thank. Thick, throw, thumb. Path, breath, ninth. Bath, Ruth. Forthwith.	They, their, that. This, these, there. Then, thus, baths. Moths, with. Clothe, mouth.	Wrap, wren, wrist. Wrong, awry, who. Whom, crawl. Raw, blow. Sorrow.		

REVIEW OF SILENT LETTERS.

Tax, six, fix.

Ghost, Rhine. Could, hymn, Hunger, uncle. Soldier, pledge. Knit, eight. Sempstress, corps. Doubt, comb. Debt, drachm. Gnat, light. Glisten.

PARSING EXERCISES.

The following shows a Diagram that can be used with profit, from the Fourth through the Eighth Grades. It is the only way to give parsing for busy work.

SENTENCE.	Parts of Speech.	CLASS.	GENDER	Person.	Number.	CASE.	VOICE.	Mode.	TENSE.	RULE.
" That	Adj.	Def.								XII.
old	Adj.	Des.								XII.
man	Noun	Common	Mas.	3d Person	Singular	Nom.				I.
of	Prep.								Harry 1	XIX.
whom	Pronoun	Relative	Mas.	3d Per.	Singular	Obj.				VII.
you	Pronoun	Per.	Com.	2d Per.	Singular	Nom.				1.
heard	Verb	R. Tr.		2d Per.	Singular		Active	Indic.	Past	XIII.
me	Pronoun	Per.	Com.	1st Per.	Singular	Obj.				VI.
speak	Verb	Ir. Intr.		1st Per.	Singular		Active	Infin.	Pres.	XIII.
is	Verb	Neuter		3d Per.	Singular			I ndic.	Pres.	XIII.
here,	Adverb								*	XVIII.
and,	Conj.	Co-or.		•						XX.
oh,	Interj.									XXII.
now	Adverb									XVIII
[Pronoun	Per.	Com.	1st Per.	Singular	Nom.				1.
lread	Verb	R. Tr.	1	1st Per.	Singular		Active	Indic.	Pres.	XIII.
meeting	Participle	Pres.								XII.
him."	Pronoun	Personal	Mas.	3d Per.	Singular	Obj.				V1.

Note,-Harvey's Rules of Syntax.

SOUNDS OF U AND A. Puss, again. Busy, maze. Bury, pay. Conquest, wax. Was, hair, mountain. Collar, path, laugh. Calm, asp, grant. Warm, bald, want.

Luck, sunk, Up, pull, tune. Juice, dew. Shute, ruin. Yule, tube. pair, mountain.
path, laugh,
asp, grant.
bald, want.

 1st Per.
 Singular
 Nom.
 Active
 Indio.
 Pres.
 XIII.

 3d Per.
 Singular
 Obj.
 YII.

rection R. Tr.
Preprint Pres.
Propoun Personal Mas.

ORDER OF PARSING.

The question mark after each word or statement, as in the "Why"

NOUNS.

1. A noun? 2. Common or proper? 3 If common what sub-class? 4. Gender? 5. Persons? 6. Number? 7. Case? 8. Rule?

PRONOUNS.—Relative or Interrogative.

1. A pronoun? 2. Personal? 3. Simple or complex? 4. Antecedent or subsequent? 5. Gender? 6. Person? 7. Number? 8. Rule?—Decline it. 9. Case? Rule?

VERBS.

1. A verb? 2. Regular or irregular? 3. Principal parts? 4. Copulative, transitive or intransitive? 5. Voice and form? 6. Mode? 7. Tense? 8. Person and number?

ORDER OF ANALYSIS.

- I. Read your sentence to see whether it be declarative, interrogative or imperative.
 - II. Is it simple, complex or compound?
 - III. Is it in natural order? If not, place it so.
 - IV. If it is a simple sentence-
 - 1. Tell its subject and predicate.
 - 2. Modify its subject first, then its predicate.
 - 3. If the subjects are not simple, give all necessary explanations.
 - V. If the sentence is complex-
 - 1. Point out its principal proposition, then the subordinate ones.
 - Tell what part of the principal proposition is modified by the subordinate.
 - 3. Analyze them, clause by clause.

ELEMENTS.

- 1. If an element is a single word, it is completely reduced.
- 2. If an element is a phrase or a clause, determine
 - a. The connective and the parts it joins.
 - b. In a phrase, determine the antecedent and subsequent terms of relation of the preposition.
 - c. In a clear clause point out the subject and predicate.
- 3. If an element is complex
 - a. Reduce it to simple elements.
 - b. First point out the basis of each complex element, then the others in their order.
- 4. If an element is compound
 - a. Separate it into its component simple elements.
 - b. Point out and classify the connective which joins them.
 - c. Dispose of each element separately, as in 1 and 2 above.

EXAMPLES OF SUBORDINATE ELEMENTS.

Objective Elements .- Third Class.

- 1. I believe that he will come.
- 2. I know that she did live there.
- 3. I am sure that your name is Alice.
- 4. Did you think that I was lost?
- 5. I do not know whose it is.
- 6. He said that Lamb was guilty.
- 7. I said that you would come.
- 8. I am told that your father is not well.
- 9. I know you are a true friend.
- I have heard that your book reads well.

Objective Elements.-First Class.

- 1. Bring me a chair.
- 2. Sing the song.
- 3. Write the letter.
- 4. Claim your rights.
- 5. Fear no one but God.
- 6. Serve your neighbor.
- 7. Call your sister.
- 8. Take this book.
- 9. Change your seat.
- 10. Let wrong alone.

Objective Elements .- Second Class.

- 1. I want to speak.
- 2. We entered to learn.
- 3. He tried to deceive us.
- 4. She seemed to repent.
- 5. We asked to leave the room.
- 6. We learned to write.
- 7. I asked him to return.
- 8. We asked her to help us.
- 9. The sun appears to rise.
- 10. I wish you to sing.

Adjective Elements .- Third Class.

- 1. Bring me the book that is there.
- 2. Take the house that uncle lived
- The vessel which you see yonder brought me here.
- A man who is too angry to speak cannot be trusted.
- 5. He was the one whom I meant.
- The train that brought you has just left.
- We are so busy that we cannot write.
- You are the friend whom mamma so dearly loved.
- The time that is spent according to rule is well spent.
- 10. The book that does no good does harm.

Adjective Elements .- Second Class.

- 1. A man of virtue is one of favor.
- 2. She came from the city of Boston.
- 3. Behold the mountains of Mexico.
- 4. A horse is on the mountain.
- 5. Time to come will reveal that.
- 6. It was imprisonment for debt.
- 7. The heart of the father ached.
- The report of the school-room was unfavorable.
- 9. That brother of mine.
- 10. The top of that tree is broken.

Adjective Elements.-First Class.

- 7. It was too cold for her.
- 2. Sing the last song.
- 3. Wear your new dress.
- 4. Urge the lazy boys.
- 5. Write those six times.
- 6. How beautiful she is.

- 7. She wore her pink dress.
- Her character was bright and joyous.
- 9. It is delightful weather.
- 10. The apples are ripe.

Adverbial Elements.—Third Class.

- 1. When your letter reached me.
- 2. While you are here.
- 3. Since it cannot be done.
- 4. Unless you come at once.
- 5. Though you do say it.
- 6. Because no one knew.
- 7. When victory was won.
- 8. Where you are.
- 9. As my father did.
- 10. Lest all be lost.

Adverbial Elements.—Second Class.

- -1. The boat was repaired six times.
- 2. I have been here since sunrise.
- 3. We stayed until yesterday.
- 4. We left on Saturday.
- 5. She died of fever.
- 6. I knew her by her dress.
- 7. Will you remain through the summer?
- 8. Can you come to see me?
- 9. Are you able to write?
- 10. I must try to go.

Adverbial Elements.—First Class.

- 1. Sing sweetly.
- 2. Come quickly.
- 3. Talk sparingly.
- 4. Strive nobly.
- -5. Bear patiently.

- 6. Speak gently.
- 7. Bear courageously.
- 8. Act honorably.
- 9. Enter quietly.
- 10. Act decidedly.

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If mine.

It tree is broken.

DIAGRAMMING.

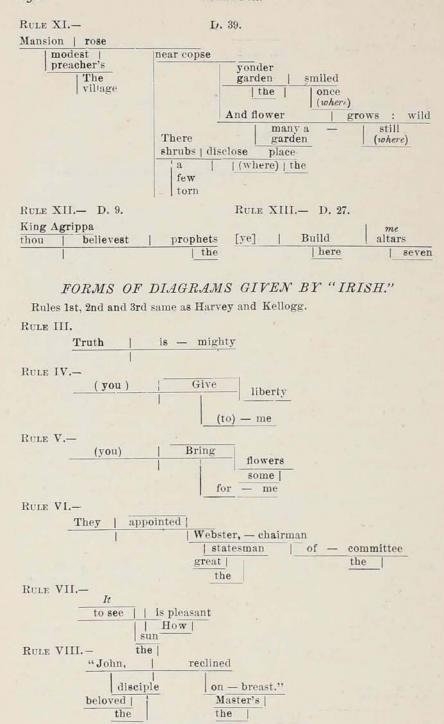
DIAGRAMMING ACCORDING TO HARVEY.

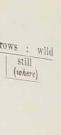
- (1). In the following diagrams the subject, the predicate, and the copula of each principal proposition are placed above a horizontal base-line.
- (2). The subject is separated from the predicate or copula by a vertical line drawn across this base-line. (See Diagrams I and II.)
- (3). The copula is separated from the predicate by a colon. (See Diagrams I and II.)
- (4). The objective element and the term which it modifies are separated by a vertical line drawn to the horizontal line below them. (See Diagrams IV., XXIX. and XXXIV.)
- (5). An indirect object is placed on a horizontal line, above a direct object. (See Diagram X.)
- (6). An object denoting a person or thing is placed above one denoting the rank, office or character of the person or species of the thing. See Diagram XI.)
- (7). A noun or an adjective following the infinitive or participle of a copulative verb is separated from it by a dash. (See Diagrams XXXIV. and XLVII.)
- (8). An adjective or adverbial element is placed below the term which it modifies, and in the angle formed by a vertical and a horizontal line. Several elements of the same kind may sometimes be placed in the same angle. (See Diagrams XIII. and XIV.)
- (9). Coördinate conjunctions are printed in italics. They should be underscored in written diagrams. (See Diagrams XX., XXIV. and XLI.)
- (10). Subordinate conjunctions, when not used as conjunctive adverbs, are enclosed by curves. (See Diagrams XXXV. and XXXVI.)
- (11). Conjunctive adverbs are printed in italics and enclosed by curves. (See Diagram XXXIX.)
- (12). Expletives and other attendant elements are placed on horizontal lines not connected with lines in the diagrams. (See D. IX. and XVIII.)
- (13). Words supplied are enclosed by brackets. (See Diagrams XXXI. and XXVII.)

Examples illustrating Harvey's rules for diagramming:

Rule I.—	D. 1.
Glass is: transparent.	
Rule IV.—	D. 4.
Farmers sow grain.	
RULE V.—	D. 9
Father gave book	
my a good	

RVEY. te, and the copula ase-line. pula by a vertical colon. (See Diaifies are separated . (See Diagrams ve a direct object. pove one denoting thing. See Diaor participle of a ams XXXIV. and the term which it ntal line. Several same angle. (See They should be (IV. and XLI.) ijunctive adverbs, VI.) nclosed by curves. aced on horizontal , and XVIII.) Diagrams XXXI. RULE VI. D. 11. They | have chosen | Mr. Ames speaker. RULE VII .-D. 34. gentlemen | had | sort The was dressed of exterior who | in brownmedico-theological once black we | found | which afterwards | to be-representative of man the inward RULE VII .-D. 47. to procure | fame being-outlaw His an was known not to companions his conducive | to happiness RULE VIII .-D. 13. life is : life our ultimate A a of prayer of heaven RULE 1X .-D. 20. Industry honesty insure | success generally economy RULE IX .-D. 41. desires | to live but would be : old man man long Every no RULE X .-D. 35. He | spake | (as) one | [speaks] having | authority RULE X .-He | is : worth more | (than) you | [are : worth]

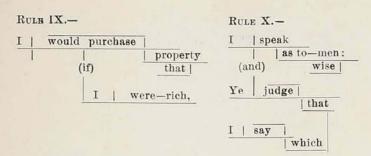




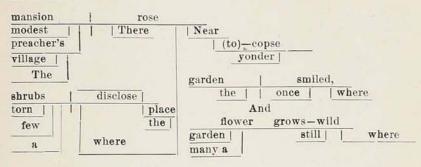


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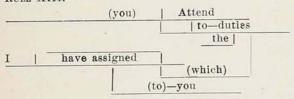
RULE XI .-



RULE XII .-

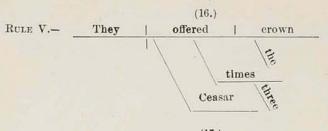


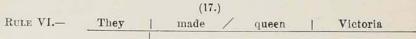
RULE XIII .-

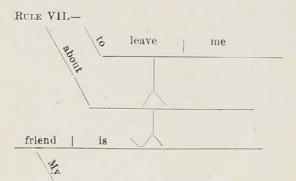


KELLOGG'S DIAGRAMMING.

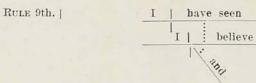
Rule III.— Gold | is malleable

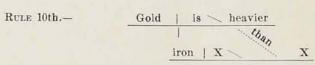


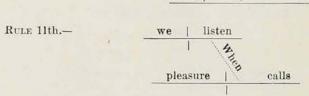










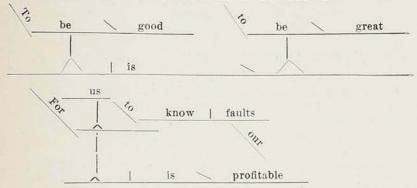


RULE 12th .-

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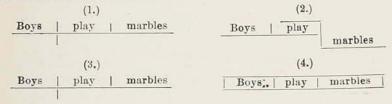


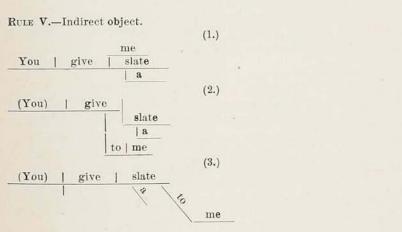
FORM OF DISPOSING THE INFINITIVE.



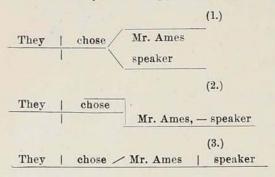
The following diagrams show Harvey's mode of diagramming, or No. 1; Irish's mode, No. 2 and Kellogg's mode, No. 3.

RULE IV .- Objective element.

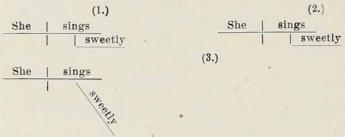




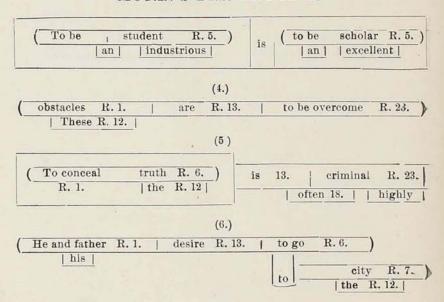
Rule VI.-Object denoting person and office.



Rule VIII .- Subordinate elements. Copula.



(3.) MUGAN'S DIAGRAMMING.



EIGHTH GRADE.

VERSE .- (CLARK.)

Verse consists of words arranged in measured lines, constituting a regular succession of accented and unaccented syllables.

OBS .- Verse is used in Poetry. The different kinds of poetry are:

Lyric.Charade.Sonnet.Dramatic.Ballad.Pastoral.Epic.Epigram.Elegiac.Didactic.Ep taph.Madrigal.

Lyric Poetry is, as its name imports, such as may be set to music. It includes the "Ode" and the "Song."

OBS.-I. Lyric Poetry is of three kinds—the Ode, the Hymn and the Song.

Obs.—11. The Ode is generally longer than the other kinds of Lyric Poetry, and is often irregular in its structure.

Familiar Examples.-1. "Alexander's Feast," by Dryden.

2. "Ode on the Passions," by Collins.

3. "Immortality," by Wordsworth.

Obs.—III. The Hymn is shorter, and is arranged in regular stanzas, adapted to sacred worship.

Examples —"The Psa'ms and Hymns" in general use in Christian congregations.

Obs.—IV. The Song is also short, but is more varied in its stanzas, and is adapted to secular uses.

Examples .- 1. "Irish Melodies," by Moore.

2. "Songs," by Barry Cornwall.

REM .- English Lyric Poetry makes use of rhyme exclusively.

Eric Poetry is a historical representation, real or fictitious, of great events.

REM.—Epic Poetry may employ either rhyme or blank verse.

Examples .- 1. Rhyme .- "Lady of the Lake," by Scott.

2. "Curse of Kehama," by Southey.

3. Blank Verse .- "Paradise Lost," by Milton.

4. "Course of Time, by Pollock.

DRAMATIC Poetry is a poem descriptive of scenes, events, or character, and is adapted to the stage.

Obs.-It includes { The Tragic and The Comic.

Examples.-Tragic.-"Othello," by Shakespeare.

Comic.-" All's Well That Ends Well." by Shakespeare.

DIDACTIC Poetry is that style adapted to the inculcation of science or duty.

Examples .- 1. "Pleasures of the Imagination," by Akenside.

2. "Art of Preserving Health," by Armstrong.

The Charade is a short poem, usually in a Lyrical form, containing a Riddle.

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An Epigram is a witty poem, short, and generally abounding in ludicrous expressions.

Example.—"Swans sing before they die; 'twere no bad thing Should certain persons die before they sing."

An EPITAPH is a poetic inscription to the memory of some departed person.

Example.—" Underneath this stone doth lie, As much beauty as could die; Which in life did harbor give, To more virtue than doth live."-Jonson.

Elegiac Poetry is that species used to commemorate the death of some person.

Examples. -1. "Lysidas," by Milton. 2. "Elegv," by Grav.

The Sonner is a poem devoted to the development of a single thought, in rhyming verse of a peculiar structure, and generally of fourteen lines.

The Madrigal is a Lyric Poem of an amatory nature, and of a lively species of verse.

The Pastoral Poetry relates to rural life, and is generally a song.

Examples .- 1. "Rural Sports," by Gray.

2. "The Falls of the Passaic," by Irving.

The Ballad is a Lyric Poem of a narrative cast, in a simple or rude style of composition.

Example.- "Battle of Brunnenberg," by Ferris.

BLANK VERSE consists in measured lines, usually of ten syllables each, and which may or may not end with the same sound.

Rhyming Verse consists of measured lines, of which two or more end with the same sound.

Note.—Verses may end with $\begin{cases} Rhyming Syllables or \\ Rhyming Words. \end{cases}$

Example.- "We come, we come, a little band,

As children of the nation.

We are joined in heart, we are joined in hand, To keep the Declaration.

REM .- In the above stanza, the first and third lines end with Rhyming Words, the second and fourth with Rhyming Syllables.

Note.—A Foot may consist of { Two Syllables or Three Syllables. Feet of two syllables are the

Troches.-First long, second short -.

Iambus.-First short, second long....- -.

Spondee.—Both long......

Feet of three syllables are the

Dactyl .-- One long and two short...... - - -.

Amphibrach-First short, second long, third short ... - -.

REM.—Most English Poetry is written in Iambic, Trechaic, or Anapæstic verse.

SCIENCE LESSONS.

ANSWERS TO QUESTIONS ON PAGE 41 OF THIS BOOK.

Note.—The teacher who has imparted the following knowledge to her pupils has satisfied the points mentioned in Manual on Fourth Grade work. We are not obliged to dwell on all. The St. Joseph Journals, beginning with the November of 1888 to the April of 1889, give a full account of the other trees that are to be found in most neighborhoods, but especially of the evergreens. For the latter, see December number of St. Joseph's Journal (1888). Also, if during the year you want information through the pages of this publication, send in your questions before the 5th of each month.

1. The branches of the horse-chestnut tree grow low and are drooping. Its outlines are regularly rounded, its surface close and compact. Its leaves are composed of seven leaflets; when they first unfold they have a cotton-like down which falls off when they are full-grown.

2. The walnut tree has a smooth, gray bark; its leaves are over a foot long; they are composed of six or eight leaflets, ending by an odd one. The nuts grow on the end of the young shoots and are covered with a thick bark which rots away. The tree is generally about sixty or seventy feet in height and its trunk about three or four feet in diameter.

3. The sassafras tree grows to a height of about forty or fifty feet. Its bark has an agreeable smell and taste and is good to purify the blood. Its leaves are glossy, deep green, oval or three-lobed. The blo-soms are yellow and appear in small clusters in May. Its fruit is a small, deep, blue berry, seated on a foot-stalk or cup.

4. There are several kinds of willows, from the shrub of three or four inches in height to lofty and wide-spreading trees of fifty or sixty feet. Their branches a e slender and flexible. There are the weeping-willow, the white willow, the golden willow, the Russell willow and profuse-flowering willow.

5. The white willow and Russell willow have a pleasing light-green color. The golden willow is remarkable for its bright yellow bark. The weeping-willow is graceful, elegant and interesting. Graceful because the drooping branches form in soft, flowing lines and move with the slightest breeze. It is said to be interesting because of its Scriptural and poetical associations.

6. The tulip is an American tree, but may be seen in other countries oftener than in its own. Its trunk is smooth and finely proportion d; its leaves are curiously shaped, smooth and shining; its blossoms are lily-like; its foliage is clear, lustrous, dark-green and rich. It often grows to the height of one hundred and thirty feet.

 Its leaves are arranged alternately on the stem, have shiny flowers with five petals, and are inserted in a calyx.

8. The pear, the quince, the apricot, the peach, the cherry, the plum, the strawberry, the rapperry and the blackberry.

9. The rose family.

10. The fruit of the peach has a downy covering, while that of the nectarine is smooth, but both have been known to grow on the same tree.

11. Currants, gooseberries and blackberries grow on bushes. Grapes, beans, hops and pumpkins grow on vines.

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- 12. A vine is a woody, climbing plant. The long slender stem that trails on the ground. The prairie rose, the wisteria, the Japan honeysuckle, the red and yellow trumpet honeysuckle, the sweet-scented clematis and the American ivy are ornamental vines.
- 13. The prairie roses are known to almost everyone by their many double flowers, so double that they look like pouting buds rather than full-blown roses.
- 14. The wisteria vine bears the most delicate blossoms, of a tint between pearl and lilac, each bunch of bloom shaped like that of a locust tree, but nearly a foot long. They hang gracefully from branches just starting into tender green foliage.
- 15. The red and yellow trumpet honeysuckles when planted together and allowed to interweave their branches, present a most novel and beautiful appearance; the delicate straw color of the flower tubes of the ore contrasts pleasingly with those of the deep coral red hue of the other.
- 16. The trumpet creeper is wild and rambling in its habits. It glows in July with its thousands of rich clusters, resembling bright goblets.
- 17. The European ivy, the best of climbers, is perfectly evergreen. The Virginia creeper, or American ivy, grows more rapidly than the European plant, clings in the same way to wood or stone, and makes rich festoons of verdure in summer.
- 18. Bourbon roses are the hardiest and most easily cultivated. They are the most lively in form and color and many of them the richest in fragrance. Among these are the pale flesh color, the purplish crimson, the deep rose, the changeable carmine and the white.
- 19. Perpetual roses are large and fragrant as damask or province roses. Among these are the deep rose, very large, the pale rose, the light crimson, the fine deep pink and the dark crimson.
- 20. Tea roses are the most refined of all roses. There are the rich deep fawn; the salmon, shaded with rose; the bright rose, large and fragrant; the creamy white; the glossy bronze and the beautiful shaded white. It is the queen of flowers, always and forever. Fashion never wearies of it though there are other ornaments gayer, richer, more dazzling and fragrant, and the foliage of many plants have leaves more glossy and green, yet we all feel "What were life without the rose?"
 - 21. Crocuses, snowdrops, mezereums, hyacinths, daffodils and violets.
- 22. This question should read—the different kinds of food plants: Rye, oats, barley, rice, wheat, sugar-cane, Indian corn, bamboo and reeds. There are about four thousand species of ordinary grasses.
- 23. In the United States alone the estimated annual value of t'e agricultural products of cereals is about seven hundred millions of dollars. The best season to sow wheat is in autumn. This wheat is harvested the following summer. Winter-wheat sown in spring will ripen the same year. Maize received the name of Indian corn on the discovery of America. The Indians were found cultivating this grain, and as all grains in Europe are called corn, the European discoverers named this Indian corn. Sorghum is a genus of tall grasses or canes, of which some species, especially the holeus, are largely used in the East as fodder, and have a sweetish juice which has been used for the manufacture of sugar.
- 24. Mosses are interesting little evergreens with distinct leaves and often a distinct stem. They are fond of moisture, shade and retirement. They are

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nct leaves and often tirement. They are found in the hottest as well as in the coldest climates, amidst hot sands and cold snow.

- 25. Acorns, beans and peas are easily split or divided into their two lobes; while the date seeds and grains of wheat and corn consist of a single mass, which is with more difficulty split or broken.
- 26. The two-lobed seeds produce at first two seed-leaves; a stem grows up that has a woody structure, surrounded by a softer covering of bark, and the leaves are furnished with veins extending in different directions, and presenting a net-like appearance. Such are found in the oak, the maple, the pines and other fir-trees in all the common trees of northern forests—and also in the bean, the pea and the morning-glory. The undivided seeds, on the contrary, produce a single leaf at first; a stem grows up that has a reed-like arrangement, without bark or soft external covering, and the leaves have parallel veins.
- 27. The oak, the maple, the pines and other fir-trees. All are northern forest trees.
- 28. Because they grow by internal additions, which constantly push the older and harder portions outward.
 - 29. Palm-stem, rattan and corn-stalk.
 - 30. The outward portion.
 - 31. The outward portion.
 - 32. Exogenous or outward, endogenous or inward growing.
- 33. A little cell, much smaller than the point of the finest needle, and visible only by the aid of the microscope.
- 34. Gradually this little cell grows; then it divides into two, or another little cell is added to it; soon some more cells are added; and by the time the growing seed is large enough to be seen by the naked eye it consists of a cluster or mass of these little cells adhering together.
- 35. After increasing in number for some time in this way, some of these clusters grow into the form of a leaf, and others into the form of a little root. Some, however, have two seed-leaves, and some have only one, thus early marking out the two great classes of vegetable growth which we have already described.
- 36. As cell life is the beginning of the life of plants, even in the seeds, so the entire growth of plants is but a continuation of the same process, consisting of millions upon millions of little cells heaped together, forming alike the massive trunk of the oak and the finest down upon the tiny leaf. When we consider the exceeding minuteness of these cells in some plants, and that some stems shoot up three or four inches in a day, we can form some idea of the wonderful rapidity of cell-growth. It is supposed that the century plant, a short time before blooming, increases at the rate of over twenty thousand millions of cells in a day.
- 37. Yeas', which is put into the dough of bread to make it light, consists of little cell plants so exceedingly small that a cubic inch of yeast is said to contain more than eleven hundred millions of them. Mildew is also a vegetable growth, having neither stems nor leaves.
- 38. Strange thou; hit may seem, yet all animal growth is the growth of cells also, the same as in vegetables. The muscles, the bones, the nerves, the hair, the nails, consist of cells. The smallest muscular fiber that the

microscope can detect is made up of a row of little ce'ls, much like a string of beads. In shape and mode of growth, the animal cells are in all respects like the vegetable, but the substances of which they are composed are different.

- 39. Potatoes, turnips and other vegetables are made palatable and digestible by breaking up their cells, containing starch and sugar, in the process of boiling or steaming.
- 40. In addition to the cells which have been described, there are larger, called ducts, which are either long single cells overlapping one another, or rows of cells placed end to end. Some of these are so large that they may be seen by the naked eye when cut across, but they are usually much too small for this.
- 41. Our obligations to the woody fiber of plants are infinite, for without it we should have neither linen nor cotton cloths, neither sails nor cordage for our ships, nor a door mat upon which to clean our shoes; without it the books of the present day would have no existence, for the paper upon which they are printed is made of wooden fiber.
- 42. All plants have a covering called the cuticle; and this, formed of cells also, extends from the lowest root to the topmost twig, spreading over every leaf, and enveloping the whole plant.
- 43. When the proper conditions of heat, light and moisture allow the germination of the seed, which may be considered as a plant whose vital powers are dormant, its outer shell or covering bursts, and, in whatever position the seed is planted, the stem goes upward, while the rootlet invariably turns downward and spreads out its little fibers to suck up nourishment from the earth. In some rare instances, roots may become branches, and branches ac as roots. A maple tree may be inverted, the branches being buried in the ground and the roots extended in the air, without killing the tree. The stems of some plants send out fibers which take root in the earth, and frequently, twigs stuck in moist earth will take root and become large trees.
- 44. The changes which roots and tubers can be made to undergo are numerous and highly beneficial to man. The potato, for example, is a native of tropical America, and when found wild, its tubers are small and scarcely fit to be eaten, while it has been rendered by cultivation one of the most valuable articles of food. The produce of an acre of wild potatoes could be held in a single measure, while the same area under cultivation will sometimes yield two or three hundred bushels. Cultivation has produced a thousand varieties of this tuber, varying in shape, size, color and quality.
- 45. That part of the plant which grows upward from the root becomes the stem and branches. Of all parts of the plant it is, perhaps, the most useful to man, as it furnishes the principal materials for his dwellings, his ships, his wagons or carriages, and food for the support of animal life. Its principal use to the plant is to hold the leaves up to the air and light, and to furnish a medium for the circulation of the sap.
- 46. Probably the highest grade of flowerless plants in this country is the scouring rush, which seems to be all stem, and entirely destitute of leaves. It grows in sandy places and contains so much silex, or sand, that it is used for scouring and polishing articles of furniture. In ascending the scale of vegetable development we come next to grasses, sedges, rushes, lilies, flags, reeds and palms.
- 47. Travelers in Africa have described the gigantic baobab trees, one of which, at the mouth of the Senegal River, is supposed to be upward of two thousand years old. It has a short and massive trunk, thirty feet in diameter.

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tobab trees, one of be upward of two ty feet in diameter. When seen at a distance it presents almost the appearance of a forest, and it is not till the spectator has satisfied himself by a near inspection that he can be convinced that the luxuriant verdure above proceeds from a solitary stem. This enormous tree, clothed with its brilliant verdure and snowy blossoms, must be a magnificent spectacle; and we cannot wonder at the feeling which prompts the untutored negro to worship under its shade, and hail the opening of its flowers with pious veneration.

- 48. But even the great baobab must yield in dimensions to the mammoth red-wood trees of California. One of these trees was three hundred feet in height, and thirty in diamet r, and its bark was fifteen inches in thickness. When it was felled, the trunk was perfectly sound to the center. The largest of the group, known as the "Father of the Forest," has long been prostrated; but it is great even in its ruins. It is estimated that it was four hundred and twenty feet in height, or only a few feet lower than the highest of the Egyptian pyramids.
- 49. Another kind of stem, remarkable in many respects, is that of the cactus, an order of plants found almost exclusively in America, and abundant in Mexico, Oregon and California. They are usually leafless plants, presenting their juicy stems, under a great variety of forms, from an egg to a lofty fluted column, and, in the case of the giant cactus of California, exhibiting a leafless branching trunk, fifty or sixty feet in height.
- 50. According to their duration, leaves are called fugacious when they fall off during the summer, deciduous when they fall in autumn, and persistent when they remain during the winter, and gradually give place to new leaves in the spring.
- 51. In cold regions leaves are small and highly polished, as if to reflect what little heat and light may fall upon them. Plants growing on mountains and dry places have gutters, to convey the moisture that may fall upon them, to their roots. In tropical countries leaves grow large and broad, as the talipot palm of Ceylon, whose single leaf often affords covering for a whole family.
- 52. If any particular kind of plant is to be multiplied, it can only be done by aid of its leaf buds—by planting the stems which spring from them, or by the common gardening operations of budding and grafting. It is only plants whose fruit is of a like general character that can be mutually transferred in this way. The buds of the pear, the crab-apple, the common apple, and the quince, can be made to grow each upon the others; but an apple will not grow upon a peach-tree or a cherry-tree. The process of budding and grafting was known and practiced as long ago as the days of Virgil.
 - 53. Dahlias, potatoes and tulips are propagated from tubers or bulbs.
- 54. Roses, vines, etc., are propagated by cuttings or slips placed in the earth.
- 55. A complete flower consists of four parts, or series of organs, viz., calyx, corolla, stamens and pistil. The two former are rather ornamental than essential, as a flower, botanically speaking, can consist of stamens and pistils alone. Stamens and pistils are the essential organs of a flower. The calyx, which forms the outermost part of a complete flower consists of one or more leaves, called sepals. The corolla, which is in common language called the flower, consists of one or more leaves, termed petals. The stamens are situated, in a complete flower, next within the corolla. A perfect stamen consists of two parts, anther and filament. The pistil occupies the center of the flower, being surrounded by the stamens and petals.

56. Many seeds, like those of the maple, are winged, or furnished with lateral expansions to catch the wind, and thus are blown to places remote from where they grew.

57. The top of the stamen, called the anther, is almost always yellow, and contains a yellow powder, called pollen, which falling upon the pistil, presently to be described, causes the development of the germs and the formation of the seed. When the stamens and pistil grow on different plants, each forming only half of a perfect flower, it is necessary that the plants should grow near each other, so that the pollen, wafted by the wind, may reach the other half of the flower, or no seed will be formed. The ovary occupies the lower part, and incloses a cavity in which the germs of the seed are developed, and finally matured into fruit. The style is usually in the form of a slender thread or column, tapering up from the ovary. The stigma, which is the upper part or termination of the style, receives the pollen from the anthers, and communicates with the germ through a tube in the style.

SCIENCE HOUR.-FIRST HOUR.

TEACHER. In all our primary work we have gone from the known to the unknown. Now I see we must learn two things at the same time, and proceed by comparing one with the other. We shall first speak of the human body, and in doing so shall compare it to a house.

You have all seen the framework that carpenters erect in building houses. Well, the Great Architect who planned the "house we live in," made its frame-work of bones, and it is of them we are now to speak.

There are two hundred and eight of those bones. The upper part is called the skull, and is composed of eight bony plates.

The upper part of this skull is called the crown of the head, it supports the scalp or skin of the head and the hair, and protects the brain which lies beneath.

Now the brain is the seat of thought. In it we think, and will, and reason. It brings back thoughts of the past and makes plans for the future. The brain is called by some the chamber of the soul. It is very delicate and requires protection and care. It becomes very convenient to us to speak of this as a chamber, as we come now to the two windows. Now who can tell me what they are? Some call them the windows of the soul. Cannot tell yet? Well, I shall add they are placed in little hollows, called sockets.

PUPIL. Our eyes.

T. Correct. We shall come back to them again, as it is not in accordance with our plan to enter into them now; we must first finish with the framework.

Our faces have fourteen bones, and the four small bones of the ear, all together make up the frame-work of the head, which rests upon another set of bones, called the spine or back-bone—a spinal column.

P. Sister, is our back-bone and spinal column the same thing?"

T. Yes, and now you must learn that instead of its being one bone it is composed of twenty-four, so closely bound together that they can hardly be separated.

P. But, Sister, I should think the bones would rub together, and that you would wear them.

T. Ah! but you see the Divine Maker knew how to prevent this. Be-

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tween the bones are little cushions, formed of what is known as cartilage; it acts like India rubber, which springs back to its place as soon as it is freed from pressure.

We can see from this picture all that I have mentioned. Now notice from the sides of this spinal column are the ribs, branching downward from the sides, and most of them fastened to the breast-bone in front. They are there to protect the lower lungs, heart and large blood-vessels.

Next we see the bones of the hands and the arms. Those of the arms are supported at the shoulder by the collar bone. The bones of the pelvis are at the lower part of the body. Lastly the bones of the legs and feet. The whole frame-work of the human body. We shall in some of our drawing lessons have the various parts drawn on the board, so that you can always remember the exact location of each part. Now let us place on the board the bones, from the head to the foot.

The skull, or cra-nium.

The spine, or spinal column, composed of twenty-four bones, each piece is called ver-te bra.

The collar-bone, or clav-i-cle.

The shoulder-blade, or scap-u-la. It is a flat, thin, triangular bone, situated on the upper and back part of the chest. It cannot be seen from the front.

The breast-bone, or ster-num.

Ribs, branching out from the spinal column.

Upper bone of the arm, or hu-mer-us.

Outer bone of the fore-arm, or radius.

Inner bone of the fore-arm, or ul-na.

The wrist, composed of eight bones, called the car-pus.

The palm of the hand, composed of five bones, called the met-a-car-pus.

The finger bones, or pha-lun-ges.

Pelvis bones, called the ina minata.

The sacrum. It connects with the lower vertebra, and is bound by ligaments to the innominata.

The hip-joint.

The thigh-bone, or femur.

Knee-pan, or patella.

Knee-joint.

Shin-bone, or tibia.

Small bone of the leg, or fibula.

Instep, or tarsus.

Bones of the middle of the foot, or metatarsus.

Bones of the toes, or phalanges.

SECOND HOUR.

The Flower and Plant.

TEACHER. Contrary to the usual mode of teaching Botany, we shall in this course begin with the flowers, as it is the most attractive, and is really what invites us to inquire into all that produces it. You will find that every perfect flower has four parts, or organs, called respectively, calyx, corolla, stamens and pistil. It is not necessary that a flower have the calyx and corolla, but it must have stamens and pistils. It may be as well for you to learn at once that we do not always find these two organs in the same blossom, but often the missing one will be seen in some other blossom of the same plant.

Take an ear of Indian corn, it is but half a flower, its pistils are what we call the silk, while the stamens are found in the tassel.

The Oak, Beach, Chestnut, Birch and Walnut, flower in the same way.

Again, we find in the Hop, Hemp, Willow, Prickly Ash and Red Cedar, that one-half of the flower, or the blossom with one essential organ, is in one plant, and the other organ in another plant. We shall have more of this hereafter.

The calyx forms the outermost part of a complete flower, and consists of one or more leaves, called sepals. These are generally of a green color, and are arranged around the lower part of the flower.

What we call the flower is the corolla, and its one or more leaves are known as petals. We know that these leaves are seldom green, but have a variety of colors, so beautiful that we often ask how they are produced, but, alas! no one can tell us. God keeps that secret to himself.

We are now entering on a subject in which we must use hard names, or at least longer ones, but we must try to remember them, as we shall have to use them in placing our many flowers. We said the corolla consisted of one or more petals. Well, if it has but one it is called monopetalous, if more than one it is said to be polypetalous.

We all know the morning-glory. It has but one petal, and is therefore monopetalous. It is tunnel shaped. Some of the monopetalous flowers are bell shaped. The sage has what we call a "lip flower," because it looks like the lip of an animal.

The polypetalous are still more variously shaped. The pea blossom is said to be butterfly-shaped; others resemble the lily, rose, or pink, and are known as lily-shaped, rose-shaped or pink-shaped; some are bell-shaped, salver-shaped and wheel-shaped, and the flowers of the cabbage, mustard, turnip and wall-flowers are cross-shaped, because their four petals are in the form of a cross. All cross-shaped flowers have their seeds in a kind of pod. The violet, columbine and nasturtium do not fall under the shapes mentioned, so they are known as irregular flowers.

PUPIL. Why is it that all flowers do not bloom together? Did God make them to come at all times, that we might always have them?

Teacher. We must believe this, for nothing else explains why, in some cases, flowers are made rapidly, and in other cases, as in the palms, that it sometimes take seven years before the perfect flower expands. Again, someflowers open out early in the morning, others a few hours later, and so on, until we have every hour of the twenty-four marked by the opening or closing of some flower.

How good our dear Heavenly Father is to us! We can never, never tireof His beautiful flowers, so various in size, shape and color. What would earth be without them? How beautiful Horace Smith says of them:

"Were I, O God, in churchless lands remaining,
Far from all voice of teacher or divine,
My soul would find, in flowers of Thy ordaining,
Priest, sermom, shrine."

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THIRD HOUR.

The Vegetable Kingdom Continued.

We must continue this subject until we have here become pretty familiar with the parts of a flower. In a complete flower we find the stamen next within the corolla. If the stamen be perfect it has anther and filament. The anther is like the blade of a leaf, and the filament like the stem. We have seen single flowers become double, like roses, butter-cups and the common white pond lily. This is caused by the stamens being changed into petals by cultivation.

The top of the stamen is called the anther, it is almost always yellow and contains a yellow powder, called pollen. Now, you remember we said stamens and pistils are essential parts of a flower; and, further, the one is sometimes found in one plant, and the second in another plant of the same species.

Well, we know now that the stamen is next within the corolla, and the pistil is in the very center of the flower, surrounded by the stamens and pistils. The pollen found on top of the stamen must fall upon the pistil to cause the development of the germs and form the seeds.

When stamens are in one tree or pla t, and the pistils in the other, the two kinds must grow near enough to have the pollen wafted by the wind to the pistils, else no seed can be found. We will hear a great deal of this as we go on.

Be sure to remember that the pistil has three parts, the Ovary, style and stigma.

Some little children call the cavity which the ovary encloses, the nest, because there the germs of the seed are ripened into fruit, reminding these little ones, no doubt, of the mother bird, who sits on her nest until the eggs break to let out the birdlings.

The style is like a thread tapering up from the ovary. The upper part of the style is the stigma, or the part of the pistil that receives the pollen.

We shall here have a sort of a summary to make us remember the names applied to the kinds and parts of flowers.

Calyx. Outer part of a complete flower, consisting of one or more leaves, called sepals, and usually of a green color.

Corollo. In common language the flower. The leaves of the corolla are termed petals; their colors are often of the most brilliant kinds. According to the number of leaves in the corolla, the flower is monopetalous or polypetalous.

Stamens. The part next within the corolla; these are sometimes changed into petals.

Anther. The top of the stamen which corresponds to the blade of a leaf.

Filament. The part of the stamen which corresponds to the stem of a leaf.

Pollen. A yellow powder contained in the anther, and which must fall on the pistil in order that seed may be produced.

Pistil. The center of the flower. Its lower part is called the ovary, where the germs of the seed are developed. Tapering up from the ovary is the style, and the upper part of the style is the stigma. The latter is the part of the pistil that receives the pollen.

FOURTH HOUR.

Fruit.

We have now come to that part of the plant which holds the seed, and in all cases, whether it be edible or not, it is called by botanists, Fruit.

You notice on eating an apple that its seeds are found in the core, and that we actually eat the covering of the seed. This is also true in regard to oranges, lemons, plums, cherries, and so on.

P. Sister, do we ever eat seeds?

T. Yes, my child. What is Indian corn, oats, wheat, and all other grain? In the blackberries we eat the seed. The best part of the vegetable is in the seed, and we know that many seeds are converted into oils. Seeds are wonderful things, and we shall have much to say of them hereafter.

When you go home, each one of you take a bean, put it into water, let it remain there for some time, and in taking it out you will find that a thin covering falls off, leaving the germ. This germ consists of three parts:

1. That which grows downward and becomes the root.

 The young bud that is to come up to form the stem and leaves; this is called the plumule.

3. Then there are the two young leaves which first make their appearance, and which contain the starchy matter that afterwards feeds the germ or embryo. Those two little leaves are called cotyledons.

P. What is meant by germinating?

T. Starting from the seed. I will now tell you the manner in which all plants begin to grow. Two narrow green leaves are seen germinating; there next appears a bud at its upper end, between the two leaves, which in a short time we see produce another pair of leaves. The root keeps growing deeper and deeper into the earth, the stem higher and higher up in the air. These two parts of a plant are called by botanists the ascending axis and the descending axis. The stem grows by a succession of joints; the root bas no joints but grows on continually. We shall go back now to see how the human body grows, and see how nearly alike the lives of plants and those of men are sustained.

Animal and Plant Life.

Hooker says that the stomach of the plant gathers food out of the ground for our stomachs, and this is true. Our bread is made from wheat, wheat is made from sap that comes up in the pipes of the stalk, and the sap is made from what the roots suck up from the earth, by the plant.

Another thing most of us like is sugar. This, too, is made from the earth. When we eat meat we should remember that the live animal ate grass, this grass was made into blood in the animal's stomach, the blood made the meat, and now we eat the meat for nourishment. Now the root is the stomach of the flower. The root of a flower has ever so many little mouths. Those little mouths are very careful of what they drink in, taking only that which is necessary to make its plant grow, or, in other words, what will make sap.

P. What is that we eat which makes blood?

T. Almost everything, my child. Meat, potatoes, onions, peas, beans, pumpkins, corn, pies, cakes, celery, nuts and raisins. Each of these contains something which helps to make blood.

A cow's stomach is so made that it can get blood from grass; a dog's so

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One more example from Hooker. We sometimes drink milk. This comes from the ground. How? Grass is made from the ground, the cow eats it and it makes her blood; then that blood makes milk, and when you drink it, it is changed back into blood again.

Now let us see how the stomachs of plants and those of animals compare. The stomach of an animal is, you know, a very small part of its body, while the root, or stomach of the plant, is sometimes as large as the plant itself.

We have something in our mouths—rows of pearls they should appear—which have very close work with the stomach—the teeth. That is right. Now these teeth form what is sometimes called a grinding mill. While they are grinding the food there are some factories about the mouth making and pouring forth a fluid, called saliva. The two largest of these factories are behind the ear, and it mixes up with the food and unites the different kinds so closely together that they appear as one thing. When one has fever the saliva factories cannot unite so well, sometimes they do not make enough of saliva to keep the mouth moist.

Now, you notice, when in warm weather we have been for sometime without rain, the plants begin to droop and many of them die. These, too, are suffering from a sort of fever, and if water does not come to them in some way, they must die.

Did any of my little ones ever notice the difference in their teeth? But surely, this is a useless question, for how could we be the possessors of such treasures without having examined them very closely. When we bite an apple what teeth do we use?

P. We use the front teeth. Then we push the bite to our grinders, and when it is fine enough, we swallo wit.

T. If you watch you will find that the horse and cow eat grass in the same way as we manage the apple. They cut the grass with their front cutting teeth, then, with the end of the tongue, they put it back where the grinding teeth are, to be ground before it goes into the stomach.

I have already told you about the peculiar apartments of the stomach of such animals as the cow, sheep, deer, giraffe, and many other animals. I have also explained how birds, instead of having their mill in their mouths, have it in their stomach, and it is called their gizzard. Birds that live on food which does not need grinding, do not have gizzards, but common stomachs.

Now let us retuen to blood and sap. The sap goes up from the root, into the topmost branch, by one set of pipes, and goes down by another. Our blood does the same; it is never still. Its two sets of pipes are called arteries and veins.

Our blood is kept in order by a pump that works day and night. This pump is in the chest. You can hear it when you run very fast. The heart pumps the blood out, at every beat, into a larger artery. This artery has a number of small arteries branching out from it, like the limbs of a tree. At the end of the arteries are small vessels, called capillaries, they are smaller than the finest hair. When one blushes these are full of blood. It is the blood in these little vessels that makes the lips red

We said the sap goes up by one set set of pipes and comes down by another—the blood goes out from the heart by the arteries and comes back by the veins.

We cannot see the arteries; God has laid them very deep, so that they

may be out of danger, for if an artery be wounded one's life is in danger, whereas a bleeding vein may easily be healed. The arteries are much stronger than the veins. Trees and plants have no pump to send the sap up, hundreds of feet; how it is done no one knows.

The blood in the arteries is red blood, that in the veins is dark, because like clear water which has been used to clean some place or thing, it has become unfit for further use as it is. It cannot be thrown away, however, as we would do with the water we used, so it must go somewhere to be purified. Where do you suppose this is done? In the lungs, by the air we breathe.

This is why we would die if we could not breathe. Now we shall have the heart and lungs drawn on the board. Notice the windpipe by which the air goes down into the lungs. The lungs are light, spongy bodies, full of little cells, wherein the blood is changed by the air.

Let us now have the human head drawn, so that we may see the position of the many nerves. All that we learn in the world comes into the mind by way of the nerves, from the senses—the sight, hearing, touch, smell and taste. The senses are the *inlets* of knowledge through the nerves. It gets to the mind in the brain, and after it gets there, the mind thinks about it and uses it in various ways.

I would like to have a talk with you now, dear children, about our eyes, but we must wait a few months, as it will take an entire hour to introduce the subject.

I wonder how many of my little ones could tell me what smelling is? I shall find it difficult to put it into words myself. In the lining of the nose are the five ends of the nerve of smell. These ends of the branches of this nerve are so small that you cannot see them. Now the five ends that I have told you about touch their ends of the nerve, and the nerve tells the mind. There is more surface in the nose than we think.

The dog has a sharp smell. Various persons have sharp smells for different things.

The ends of the nerves of touch are in rows on the tips of the fingers. No animals have such perfect instruments of touch as the fingers of the human hand.

The brain has two divisions, the cerebrum, or large brain, and the cerebellum, or small brain. Most of the large brain extends in two parts, like rolls, from the front to the back part of the head. These rolls are covered with small furrows and ridges, are united at the lower part, next to the small brain, but free at the top and front.

The small brain has a smooth surface and is very like a bundle of fine strings. It connects the principal brain with the spinal column.

The brain is filled with tiny veins and blood-vessels, and has a great number of nerves attached to it. These nerves are like a silken cord. They make connection between the brain and the eyes, ears, heart, and every other part of the body.

The mind is the power which directs and controls the voluntary movements of the body, that is of the head, hands, arms, feet, and so on.

The earthy matter is in excess in old persons, hence the bones are more liable to break at this period. The bony structure not only gives strength and shape, but it encases and protects the delicate and vital organs—brain, lungs and heart. The bones are united in different ways, thus forming joints.

Some joints or articulations are movable, others, as those of the skull, are immovable. Those that admit of motion require fibrous cords, called ligaments, to hold them together.

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The erect position of the body is maintained, and its movements are controlled, by the action of the muscles upon the bones.

The muscles are the lean meat. They contract and relax, shorten and lengthen again in a peculiar manner. In walking, running and leaping, the influence of the muscles is plainly seen.

In a healthy state of manhood repair runs parallel to waste. The organs that assist in digestion are teeth, tongue, salivary glands, pharynx, gullet, intestines, liver and pancreas. The fluids are saliva, oil, gastric juice (whose chief element is pepsin), bile and a secretion of the pancreas.

The chyle, or useful part of the food, is sucked up by little tubes; it is then carried by a large duct up under the collar-bone, and there emptied into a vein. Here it mixes with the blood and flows to the heart and lungs.

The arteries are buried deep in the flesh. Where they approach the skin a pulse is felt. These beats number, in a healthy grown person, an average of about seventy-two to the minute. The impure, venous blood, is sent to the lungs to be purified.

Here it is acted upon by the oxygen of the air, throws off its impurities and is changed to a scarlet color. The amount of blood propelled by the heart in a single day, is nearly thirteen tons. The work accomplished by this small organ in a life-time, is certainly remarkable.

The quantity of blood has been estimated at one-fourteenth of the weight of the body.

When blood is exposed to the air it coagulates, or thickens, and forms clots. Respiration, or breathing, is sometimes defined as the function by which venous blood is converted into arterial blood. The organs of respiration are the mouth, nose, larynx, windpipe or trachea, bronchial tubes, lungs and diaphragm.

The chest or thorax, which contains the lungs, is a conical bony cage, separated from the abdomen by a large muscle, called the diaphragm.

The two lungs are pink, and are divided into lobes; they are composed of air-cells and blood-vessels.

The interior of the chest is lined by a delicate membrane, the pleura, which is often the seat of a very fatal disease, termed pleurisy. Bronchitis and asthma are affections of the throat and bronchize.

The number of respirations is eighteen in a minute.

The terms inspiration, to inhale, and expiration, to exhale, are applied to the filling and the emptying of the lungs.

A nervous system is peculiar to animal life, it has no existence in the vegetable. This one feature separates the animal from the vegetable kingdom. It is developed in proportion to the scale of intelligence, and man, therefore, occupies the highest position among living creatures. By it man thinks, and has sensation and voluntary motion.

It is through the senses that the mind gains a knowledge of the external world. Our primary ideas of form, color, size, distance, odor, flavor, sound, pain and pleasure, are dependent upon the senses. We have five senses—hearing seeing, smelling, tisting and feeling.

NATURAL METHOD OF CLASSIFICATION.

First Class, Monandria, has one stamen.

Examples: Ginger, arrow-root, samphire, starwort, etc.

Second Class, Diandria, has two stamens.

Ex.: Lilac, jessamine, sage, catalpa, fringe-tree, rosemary.

Third Class, TRIANDRIA, has three stamens.

Ex.: Gladiolus, iris, crocus, millet, chess, wheat, etc.

Fourth Class, Tetrandria, has four stamens.

Ex.: Holly, partridge-berry, Venus'pride, teasel, madder, etc.

Fifth Class, Pentandria, has five stamens.

Ex.: Potato, mullein, flax, violet, four-o'clock, comfrey, etc.

Sixth Class, Hexandria, has six stamens.

Ex.: Lily, hyacinth, jonquil, snowdrop, spider-wort, etc.

Seventh Class, Heptandria, has seven stamens.

Ex.: Chick-wintergreen, horse-chestnut, little backeye, etc.

Eighth Class, Octandria, has eight stamens.

Ex.: Cranberry, nasturtium, buckwheat, fuchsia, maple, etc.

Ninth Class, Enneandria, has nine stamens.

Ex.: Sassafras, rhubarb, spice-bush, erigonum, etc.

Tenth Class, Decandria, has ten sta-

Ex.: Trailing arbutus, whortleberry, pink, cassia, Venus' fly-trap, etc,

Eleventh Class, Icosandria has over ten stamens on the calyx. Ex.: Rose, cherry, myrtle, raspberry, plum, peach, etc.

Twelfth Class, Polyandria, has over ten stamens on the receptacle.

Ex.: Poppy, peony, pond-lily, bloodroot, orange, etc.

Thirteenth Class, DIDYNAMIA, has four stamens, two longer than the others.

Ex.: Lavender, hyssop, balm, mint, foxglove, etc.

Fourteenth Class, Tetradynamia, has six stamens, four longer than the others.

Ex.: Cabbage, mustard, etc.

Fifteenth Class, Monadelphia, stamens united in one tube.

Ex.: Hollyhock, mallows, cotton, geranium, cranebill, etc.

Sixteenth Class, Diadelphia, stamens united in two sets.

Ex.: Pea, bean, vetch, locust, indigo, clover, lupine, etc.

Seventeenth Class, Syngenesia, anthers united, flowers compound.

Ex.: Daisy, dandelion, aster, lettuce, tansy, sunflower, etc.

Eighteenth Class, GYNANDRIA, stamens on the pistil.

Ex.: Ladies'-slipper, snakeroot, orchis, milk-weed, arethusa, etc.

Nineteenth Class, Monœcia, stamens and pistils in different flowers on the same plant.

Ex.: Indian corn, nettles, etc.

Twentieth Class, Diecia, stamens and pistils on different plants.

Ex.: Willow, poplar, ash, hop, hemp, yew, etc.

Twenty-first Class, CRYPTOGAMIA, flowerless plants.

Ex.: Ferns, mosses, lichens, mushrooms, puff-balls, etc. ATION.

myrtle, raspberry.

YANDRIA, has over receptacle.

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IDYNAMIA, has four er than the others. wssop, balm, mint,

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The orders of the first Twelve Classes are determined by the number of styles (or stigmas when the styles are wanting): of the Thirteenth Class by the covering or nakedness of the seeds: of the Fourteenth by the shape of the pods: of the Fifteenth, Sixteenth, Eighteenth, Nineteenth and Twentieth, by the number of the stamens: of the Seventeenth, by peculiarities in the compound florets.

All the most important fruits of the temperate regions of the world, such as the strawberry, raspberry, blackberry, and the apple, pear, quince, cherry, plum, apricot, peach, nectarine and almond, have been classed by botanists in the rose family, for all of them, in their natural or wild state, have similar characteristics by which they may be distinguished. They are not only exogenous, have covered seeds and are polypetalous, but their leaves are arranged in alternate order around the stem, and never opposite. Their flowers are showy, have five petals and are inserted on the calyx. By these and a few other more minute characteristics, these numerous plants are arranged in one large family.

Of the well-known apple, the most popular of all fruits, no description need be given, but it is well to remember, as an evidence of what cultivation has done, that its many hundred kinds are believed to be mere varieties of one original species, known as the common crab-apple. The apple was known to the ancient Greeks; the Romans had twenty-two varieties of it, and poets in all ages have sung its praise.

The mountain ash, a small but beautiful and popular tree, also belonging to the pear and apple family, and found wild in the mountain woods in our Northern and Middle States, is often cultivated for its ornamental clusters of scarlet berries.

"The mountain ash,
Decked with autumnal berries that outshine
Spring's richest blossoms, yields a splendid show
Amid the leafy woods; and ye have seen,
By a brookside or solitary tarn,

 How she her station doth adorn; the pool Glows at her feet, and all the gloomy rocks Are brighten'd round her."—Wordsworth.

But while the Rose family comprehends all the most important of the fruits of the temperate regions, and is distinguished above all others for its floral charms, its medicinal properties are quite noted also. Thus the well-known Prussic acid, which, although a powerful poison, is also the basis of laurel water, exists in abundance in the leaves and kernels of the plums, cherries and almonds, and many of the plants of this family yield a gum which is nearly allied to gum Arabic.

In the Mallow family, which contains a great variety of some of the finest flowers in nature, are found the various species of the altheas, or hollyhocks, and hibiscus, together with that famous plant, "King Cotton," avowedly the most valuable of all the vegetable products which man converts into materials for clothing.

The common cotton plant grows from three to five feet in height, with fivelobed, blue-veined, dark-green leaves. The flower is of a pale yellow, changing to a pink color, pure spotted at the botton, with five petals.

On the falling of the flower a kind of pod or boll is developed, which, in process of ripening, bursts and discloses the snow-white cotton, which is the the hairy covering of the seeds.

The Citron family embraces a number of species of handsome evergreen

shrubs or small trees, mostly natives of the East Indies; cultivated only in warm regions. They have odoriferous flowers, and bear some of the most brilliant, fragrant and delicious fruits, among which may be enumerated the orange, shaddock, citron, lemon and lime. As with apples, many varieties of each have been produced by cultivation. The golden apples of the heathens, and the forbidden fruit of the Jews, are supposed to belong to this family.

The orange blossom, distinguished no less for its beauty than its delicious fragrance, has very appropriately been made the emblem of purity and loveliness. The land where the citron and orange grow is proverbially the land of balmy fragrance, of gentle breezes and azure skies.

The Illustrious Oak family includes not only the trees usually called oak, but also the chestnut, beech, hornbeam or ironwood, and haz-l or filbert. It embraces two hundred and sixty-five species, mostly forest trees of great size. According to ancient legends, the fruit of the oak served as nourishment for the early race of mankind. This tree was said to have shaded the cradle of Jupiter after his birth on Mount Lycaeus, in Arcadia, and after that to have been consecrated to him.

The white oak, red oak and live oak, are the most important species, the timber of the latter being the best for ship-building. The live oak grows in the Southern States, within twenty miles of the sea-coast, and may be seen as far north as Old Point Comfort, in Virginia. Other species, as water, black, willow and shingle oaks, abound in various sections of the country. It is a common sentiment that the more the oak is rocked by winds, the more firmly knit are its branches, and that the storm which scatters its leaves, only causes its roots to strike the deeper into the earth.

The beech—"the spreading beech-tree"—also a member of the Oak family, is a tree of firm and hard wood, which is much used for making carpenters' tools. The botanical name of the tree, fagus, is supposed to be derived from a Greek word signifying to eat, indicating that its fruit served as food for man in ancient times. Our American Indians were so firmly persuaded that this tree was never struck by lightning, that on the approach of a thunder-storm they took refuge under its thick foliage, with a full assurance of safety.

The bark of the beech is smooth and of a silvery hue, and very well adapted to rude carving, and doubtless this is the chief reason of the poetic celebrity which this tree has attained. Virgil has given it immortal bloom in the opening of his first Eclogue:

"In beechen shades, you, Tityrus, stretched along, Tune to your slender reed the sylvan song."

And Shakespeare thus notices it in his comedy of "As you like it."

The Poet Campbell has appropriated a distinct poem to "The Beech-tree Petition," the last few lines of which will close our notice of this tree of poetic celebrity:

> "Thrice twenty summers I have stood, In bloomless, fruitless solitude, Since childhood in my nestling bower First spent its sweet and sportive hour, Since youthful lovers in my shade Their vows of truth and rapture paid."

The numerous species of trees of the Elm, Willow and Birch families, as well as those of the Oak, Chestnut, Beech and many others of our large forest trees, are classed by most botanists as apetalous, because while they have all the

ted only in warm are most brilliant, the orange, shadof each have been and the forbidden

han its delicious purity and lovelicially the land of

lly called oak, but z-l or filbert. It rees of great size, curishment for the cradle of Jupiter have been conse-

ortant species, the e oak grows in the may be seen as far ater, black, willow the seen as far ater, black, willow that it is a common firmly knit are its auses its roots to

of the Oak family, making carpenters' be derived from a as food for man in ided that this tree f a thunder-storm of safety.

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1 Birch families, as of our large forest ile they have all the essential organs which constitute a flower, such as stamens, pistils and seed vessels, they are destitute of petals or corolla. Many of them have a colored calyx, but in some even the calyx is wanting.

The Elms, of which sixty species have been described by botanists, are believed by many to have originated from only two distinct kinds, the lowland and the mountain elm. Certain it is that the elm, like the apple, has a remarkable tendency to produce new varieties from the seed, and if a bed be sown with the seeds, some of the plants will have large leaves and some small ones, some will be early and others late, and some will have smooth bark and others rough.

The ancient poets frequently mentioned the elm. The Greeks and Romans considered all as funereal trees which produced no fruit fit for the use of man. Homer alludes to this when he tells us, in the Iliad, that Achilles raised a monument to the father of Andromach in a grove of elms.

"Jove's sylvan daughters bade their elms bestow A barren shade, and in his honor grow."

The willow and poplar, which are examples of the Willow family, are distinguished as being the largest members in a numerous class which have separate staminate and pistilate flowers on different plants.

Willows generally grow on the banks of streams, and some of the smaller cultivated species, called osiers, are used for hoops, basket-work and for thatching.

Most of the species are easily recognized in the flowering season, by their long, pendulous and frequently downy spikes, or clusters of flowers, called catkins. The blossoms of some of the water-willows, with their little knots of golden down, present a very beautiful appearance.

The poplar is a member of the Willow family. Like the willow it is easily propagated, growing readily where a green twig is thrust into moist earth.

A tree called the tulip poplar, or tulip tree, common in this country, does not belong to this family. Popular tradition states that the cross was made from the aspen or poplar tree, and that since the passion of our Saviour the leaves have never known rest.

The family of Birches is very small, being confined principally to the cooler parts of the northern hemisphere. One species, called the paper birch, furnished the Indians of America the bark of which they made their canoes. The elegance of its appearance has given it the appellation of "Lady of the Woods," and it is very properly considered the emblem of gracefulness.

A STORY METHOD OF TEACHING FRACTIONS.

I know four little girls: Annie, Birdie, Clare and Dora. Annie, Birdie and Clare had each a long stick of candy this length,

Supposed to be 6 inches. The inches are marked off by little joints, as the children called them, but poor Dora had no candy.

Annie was a generous little girl and she said: "Let us divide up, so that Dora will have pieces enough to make one stick. I'll give her half of mine, or 3 joints; Birdie, you give her $\frac{1}{8}$ of yours, or two joints, and then Clare need give her only $\frac{1}{8}$ of hers, or one joint."

They agreed to this, and these were the lengths of the pieces Dora received:



Joining them together we have the size of the stick.

Now I want you to apply this little story. Here is a piece of chalk which we want to divide in the same way. It is not 6 inches, nor are the joints marked, but we know that we are to divide it into 6 equal parts. We shall call one of these parts $\frac{1}{6}$, two of the parts, or $\frac{1}{3}$ of the whole, $\frac{2}{6}$, three of the parts, or $\frac{1}{2}$ of the whole $\frac{2}{3}$, and so on.

TEACHER. See, I now have in my hand instead of one piece of chalk, how many?

PUPIL. Six.

T. Six whole pieces, or six parts of one piece?

P. Six parts of one piece.

T. See, I have three parts in my right and three parts in my left hand. Putting contents of each hand together and comparing, I find that they are the same length, and therefore I know that $\frac{\pi}{4}$ are equal to $\frac{1}{2}$. How many sixths are there in the entire piece?

P. Six.

T. How many sixths in one-half of the piece?

P. Three-sixths.

T. How do you know?

P. Because since there are \(\frac{1}{2} \) in one piece, in \(\frac{1}{2} \) a piece there must be \(\frac{1}{2} \) of \(\frac{1}{2} \) or \(\frac{3}{2} \).

T. I shall divide this piece of chalk into 8 parts. What shall we call one of the parts?

P. One-eighth.

T. Two of the parts?

P. Two-eighths.

T. Three of the parts?

P. Three-eighths.

T. How many 25c pieces in \$1.00?

P. There are four,

T. Then a 25c piece is what part of \$1.00?

P. One-fourth.

T. And two 25c pieces or 50c?

P. Two 25c pieces or 50c equal 1 of \$1.00.

T. Now if I have ½ of a stick of candy, and ½ and ½ of a stick, I have -?

P. A whole stick

T. If I had the same parts of a dollar would I have a whole dollar?

P. You would.

T. Here are three apples. Annie, take one and give me $\frac{1}{2}$ of it; Birdie, take another and give me $\frac{1}{3}$ of it; Clare, take the other and give me just enough to fill up this space. See, my apple is entire. Now I must have my pieces the same size. My $\frac{1}{6}$ is the smallest; if I have three pieces of its size in my $\frac{1}{2}$, and two in my $\frac{1}{3}$, therefore $\frac{1}{2}$ equals $\frac{2}{6}$; $\frac{1}{3}$ equals $\frac{2}{6}$; $\frac{1}{6}$ equals $\frac{2}{6}$; $\frac{1}{6}$ equals $\frac{2}{6}$ give $\frac{1}{6}$ equals $\frac{2}{6}$.

Let us take this piece of chalk and break it into two equal parts, each of the parts is \(\frac{1}{2}\); break each of the halves and we have four parts, each part called \(\frac{1}{2}\).

This shows us that \(\frac{1}{2}\) of \(\frac{1}{2}\) equal \(\frac{1}{2}\).

Dividing our fourths again we have eighths and each part is called $\frac{1}{8}$, showing that $\frac{1}{2}$ of $\frac{1}{4}$ equals $\frac{1}{8}$.

We see that \(\frac{a}{a} \) represents one stick of candy, and one piece of chalk, and now we are prepared to learn something further.

A fraction is represented by two numbers with a horizontal line between them, as $\frac{1}{2}$, $\frac{2}{3}$, $\frac{3}{4}$, and so on.

A whole number represented fractionally, has the same number above and below the line, as $\frac{3}{2}$, $\frac{3}{8}$, $\frac{4}{4}$, $\frac{20}{20}$, $\frac{100}{100}$.

Now since there are $\frac{1}{4}$ in 1, in $\frac{1}{2}$ of $\frac{4}{4}$ there are $\frac{1}{2}$ of $\frac{4}{4}$, equal to $\frac{2}{4}$. Since there are $\frac{1}{8}$ in 1, in $\frac{1}{2}$ of 1 there are $\frac{1}{2}$ of $\frac{6}{6}$, equal to $\frac{3}{6}$.

First practical step after the explanation given, reducing to Com. D.

SECOND STEP.

Reduce C. D. 3. 4. 7. 12 is the L. C. D.

In 1 there are $\frac{1}{12}$, and in $\frac{1}{3}$ there are $\frac{1}{3}$ of $\frac{1}{12} = \frac{4}{12}$. In $\frac{1}{4}$ there are $\frac{3}{12}$, and in $\frac{3}{4}$ there are 3 times $\frac{3}{12} = \frac{9}{12}$. In $\frac{1}{6}$ there are $\frac{2}{12}$, hence the following:

 $\begin{array}{lll} \frac{1}{3} = \frac{4}{12}. & \text{Add } \frac{1}{3}, \frac{3}{4}, \frac{1}{6} = \frac{15}{12}, \text{ or } 1\frac{3}{12}. & \textit{Ans.} \\ \frac{3}{4} = \frac{6}{12}. & \frac{4}{12} \text{ plus } \frac{6}{12} \text{ plus } \frac{2}{12} = \frac{15}{12}, \text{ or } 1\frac{3}{12}. & \textit{Ans.} \\ \frac{1}{6} = \frac{2}{12}. & \end{array}$

THIRD STEP.

3rd Ex. $\frac{2}{3}$ plus $\frac{1}{2}$ plus $\frac{2}{8} = \frac{25}{24}$. Ans.

(1). $\frac{2}{3} = \frac{16}{24}$. $\frac{16}{24}$ plus $\frac{12}{24}$ plus $\frac{18}{24} = \frac{46}{24}$.

(2). $\frac{1}{2} = \frac{12}{24}$.

(3) $\frac{5}{4} = \frac{1}{2} \frac{5}{4}$. $\frac{45}{24}$ minus $\frac{21}{24} = \frac{25}{24}$. Ans.

(4). $\frac{7}{8} = \frac{21}{24}$.

A PREPARATORY STEP TO THE TAKING UP OF DECIMAL FRACTIONS.

We have now learned how to find the C. D. of two or more fractions; how to add, subtract, multiply and divide Common fractions; but to-day we shall come nearer to the next subject treated of in our Text-Book.

There are 100 cents in \$1.00, then 20 cents equal $\frac{2.0}{10.0}$ or $\frac{1}{5}$ of \$1.00; 25 cents $\frac{2.5}{10.0}$, or $\frac{1}{5}$ of \$1.00; 50 cents or $\frac{5.0}{10.0}$ equal $\frac{1}{2}$.

In U.S. Money, and away back in Second or Third Grade, we know that we separated dollars from cents by using a period. Ex. \$.50. Now we are to use that period in other ways, as well as in speaking of money. We shall

RACTIONS

Annie, Birdie and

joints, as the chil-

divide up, so that half of mine, or 3 n Clare need give

ces Dora received:

of chalk which we he joints marked, shall call one of the parts, or \(\frac{1}{2}\) of

ece of chalk, how

ny left hand. Putt they are the same ny sixths are there

must be $\frac{1}{2}$ of $\frac{e}{3}$ or $\frac{3}{4}$. shall we call one of

see that the first number after that period, or as it is called, decimal point, is in tenths place, as, .1; the second is in hundredths place, as, .01; the third is the thousandths place, as, .001. Taking other numbers, we have .27 what?

- P. 27 hundredths.
- T. .1357 what?
- P. 1357 ten thousandths.
- T. And so on. You will find that to read a decimal you must numerate your Numerator the same as in whole numbers, but for the Denominator first figure after the period instead of being units is tenths. (Illustrate this.)

Now, in Common Fractions we have mixed numbers, which, when we wish to add, we must reduce the fractions to Com. D., and add them separately, and then add the whole numbers; or we must reduce our mixed numbers to improper fractions. We are saved this trouble in Decimal 10.50 Fractions. 10.50 plus 127.50, is the same as if they were whole numbers and added as follows:

As ciphers at the right of decimals are of no value we have here simply 138. Subtraction is treated in the same manner.

In multiplication of fractions we either reduce the mixed numbers to improper fractions, or multiply the whole number separately.

In multiplication of decimals, we place after the Decimal point, the number of Decimal places in the Multiplicand, and the number of places in the Multiplier.

2.27

1.007

1.589

227

228.589

In division of C. F. we invert the Divisor, and proceed as in multiplication. In division of decimals we place in our Quotient the difference between the number of Decimal places in our Dividend and those in the Divisor.

If I have a Common Fraction in my work, and would rather use the same value represented decimally, I can reduce my $\frac{3}{4}$ to decimals. Ex.-4 | 300=.75. by annexing ciphers to my Numerator, and dividing by my Denominator.

If the fraction be §, proceed in like manner. Ex.—8 | 500 = 625.

If I wish to change a Decimal Fraction to a Common one, I simply express the Denominator, which in decimals is always understood.

Ex. $-\frac{625}{1000}$, $\frac{75}{100}$, and so on.

- P. Sister, decimals are not fractions, are they?
- T. Certainly, they are.
- P. Why do the other girls say to us we are in decimals, you are only in fractions?
- T. Allow me to answer your question by asking another. Why are you called "Belle," instead of Isabella?
 - P. Oh, that's for short.
 - T. So too, is the term Decimals, instead of Decimal Fractions.

In whole numbers the value increases from left to right in a twofold ratio. In decimals any figure is always $\frac{1}{10}$ of the value of the same figure in the next place to the left. Ex.—137.25.

called, decimal point, c, as, .01; the third is have .27 what?

you must numerate ne Denominator first ustrate this.) which, when we wish them separately, and mixed numbers to

10.50 127.50 138.00 138.00 138.00

mixed numbers to y. .27

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as in multiplication. ifference between the Divisor.

rather use the same s. Ex.-4 $\frac{300}{4}$ 30.

Ex.-8 $|\frac{500}{8}$ 625, one, I simply express

other. Why are you

Fractions. ht in a twofold ratio. me figure in the next You perceive, that the first order to the right of units is *tenths*, the first order to the left is *tens*. The second order to the right is *hundredths*, the second order to the left is *hundreds*. The whole number to the left and decimals, corresponding in name to the right, are equal distances from the unit place.

Now we shall have some oral exercise. I shall give you the point and the numbers, you will tell me the result.

T. Point, zero, 8, 3, 2=.0832?

P. Eight hundred and thirty-two ten thousandths.
T. Point, zero, 5. What will express the fraction?

P. The Numerator is 5, and the D. 100; the fraction five hundredths.

T. Express decimally $\frac{1}{2}$, $\frac{3}{5}$, $\frac{1}{4}$, $\frac{7}{16}$, and so on.

Remember this (.5) represents five tenths. Prefixing a cipher multiplies the fraction by 10, as omitting the cipher in (05) we have (.5). Annexing a cipher to decimals reduces the fraction to higher terms, but does not change its value. Rejecting the cipher we reduce the decimal to lower terms.

In decimals we have the following principles:

1. Decimals are governed by the same laws of notation as integers. Hence,

The value of any decimal figure depends upon the place it occupies on the right of the decimal sign.

 Every removal of a decimal figure one place to the right, diminishes its value tenfold.

4. Every removal of a decimal figure one place to the left, increases its value tenfold.

5. Ciphers may be annexed or rejected at the right of any decimal, without changing its value.

The same rules that apply to Addition, Subtraction, Multiplication and Division of whole numbers, are used in Decimals.

N. B. In reduction of fractions carry the decimal five places, to insure accuracy in the fourth.

There should be any number of such questions as,

How many decimal places in the sum of tenths? Of hundredths? Of thousandths?

I have several decimals, each having a different number of places; how many places will I have in my sum?

If I have thousandths in my Divisor, and hundredths in my Dividend, what have I in my Quotient?

If I have the same number in my Multiplier and Multiplicand, how many have I in my Product?

Decimal Fractions can be made very interesting; we have seen them work like a charm.

We all like stories. Why should not children? Let us make them as happy as possible while they are at school.

CLOSING REMARKS.

Our Teachers' Edition is now concluding, and as we see what it contains we feel that, in the hands of an earnest and original worker, it will do much good among our young teachers.

We have adhered throughout to the work called for by our School Manual, and as most of the exercises have been tried in the school-room we know that we can depend upon good results. Like every other book on such a varied subject it must be read carefully and studied by the teacher who wishes to be assisted by it.

The use of proper words takes up much of the book, as we feel that if one manner of expression is better than another there is no reason why the child should wait until he enters the Advanced Course to learn it.

The exercises in Irregular Verbs in the Nominative, Possessive and Objective forms; in the Singular and Plural Numbers; in words spelled differently but pronounced alike, and more particularly in the Abuse of Words, form most of the work of First, Second and Third Grades.

The Hints on Reading, Writing and Spelling come into Third Grade, as it is here they are most necessary. Science and Object Lessons come here also for the same reason.

Instructions for Little Stories and Autobiographies are also given in Third Grade, for at this time our little ones who have been writing letters from the First Grade are good composers; and here we would say a word about this very important point of composition,

LETTER-WRITING.

These little books have been in our schools nearly three years, and where they have been properly treated our little ones write beautiful letters. Where the teacher has dreaded the hour set aside for Letter-Writing, and when it has come the book was taken out with a feeling of disgust because she does not know how to teach it, we cannot hope that the pupils of such a teacher loved their work any more than did their instructor. Such a teacher will say, "Throw the Letter-Writer out of the school. The children learn nothing from it save to copy." But the experienced teacher knows that nothing can be more profitable to the pupil, more pleasing to his parents or more creditable to the school than to see among the treasures of fond parents, letters from their six-year-olds,

" Mamma,

I love you.

MAMIE."

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ly three years, and nes write beautiful et aside for Letterut with a feeling of re cannot hope that more than did their etter-Writer out of the to copy." But ore profitable to the re to the school than their six-year-olds,

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This can be taught to the child the first month of school—five words—but oh, such precious ones! Another month and the word "dear" is added to the salutation. "Your little girl" is added to the closing; "I love papa and my little brothers and sisters too."

At the close of the first quarter how much happiness is brought to many homes by the printed or written letter from the little one who has just begun school life! When in the Second Grade the letters in their little books can be read by them, how interested they become as they are questioned:

- T. Who wrote the letter on page 10, marked 4th Letter, First Grade?
 - P. Franky.
 - T. Where does Franky live?
 - P. In Brooklyn, N. Y.
 - T. Were the flowers in bloom when he wrote?
 - P. No, because it was in January and it is very cold then.
 - T. To whom did Franky write?
 - P. Franky wrote to his grandpa.
 - T. What did he say to his grandpa?
- P. He told him how old he was, what Reader he was in, why he was not higher.
- T. He speaks of an examination that he hopes to pass next month. Which of the quarterly examinations will this one be?
 - P. The February examination.

Having gone through this interesting dialogue with the younger pupils ask them, "If you were writing a letter what would you put where Franky has Brooklyn?"

- P. St. Louis, Mo.
- T. Would you write Jan. 30th, 1886?
- P. No; we would write Sept, 8, 1889.
- T. What would you write where Franky is written?
- P. We would write our own names.
- T. Well, Edward, if you were to write to your grandpa what would you say to him?

EDWARD. I'd tell him I was seven years old; that I was in the Second Grade; that I was promoted when I came back this year; that my little brother comes to school now too; that this was my first letter to him, and I hoped he would answer; that I would take care of his letters and keep them forever.

T. Very good, Edward. Johnny, will you tell me what you would like to say in your letter, and to whom you would like to write?

In this way teachers and pupils can spend a most valuable language hour.

The four or five who have been questioned regarding their letters

should put their ideas on paper and entertain the class with the same on the following day. Others can be questioned and their work required as before. Do those who say the Letter-Writer is useless, work with it in this way?

Some say, "I teach Letter-Writing as you mentioned, but I do it orally, without the children being supplied with books. Does not this do as well?"

Certainly, if you can give your time to this every day, preparing slatework, questions, answers, and so on. When the child has the books you can say, "For your slate work this hour, take 1st Letter, Third Grade, copy the heading, address, salutation and closing exactly as you see them in the book, capitals, punctuation marks, spelling, position. If they have not a book you must write this on the board, and as each day calls for its own work, you might as well say you can teach Catechism, Grammar, Arithmetic and so on without a book as say that you can do as well without, as with a Letter-Writer.

Take a school wherein Part I. of this little book has been used in First, Second, Third and Fourth Grades, and the pupils surpass most of our graduates in letter-writing, and why should they not?

To see what other little children are supposed to have written, to talk about it in class, to try to do the same and to do something in this way at least three times a week, can this fail to make what we so earnestly desire, good letter-writers of our children?

Some say, "Yes, it is all right in lower grades, but how can we use Part II.?"

Can your pupils in Fifth, Sixth, Seventh and Eighth Grades fill in a creditable manner the outlines of composition on pages 10 to 26? Can they give the twenty cautions on pages 3 to 10? Can they describe other cities of the United States, as St. Louis, Chicago, New York and so on, as described in Fifth Grade? Can they answer the questions at the end of Fifth, Sixth, Seventh and Eighth Grades?

Do they know the rules of punctuation on pages 106 to 115? Are there no questions in the General Review that they might yet learn? Are they perfectly familiar with the synonyms given at the end of book? If so, you have reason to lay Part II. aside and say, "I could not think of using it with my girls; they are too advanced."

The graduates of our Academies find much in Letter-Writer, Part II., that they are glad to learn, and surely our Sixth, Seventh and Eighth Grades cannot be more advanced than the former.

Do we seek for a further test of one's ability than that which they show in their letters? Why, then, should we not from the beginning be attentive to this important point. Our little ones can and do write beautiful letters. Let those who doubt it, teach the Letter-Writer for a year, taking pains to explain the contents to their pupils and making

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the latter give proofs of their understanding the same; if this attempt ends in a failure it is not the fault of the little book nor of the learner.

See the questions asked in Fifth Grade of this book. They form outlines of the letters found in Letter-Writer, Fifth Grade; and for those on Warwick Castle, Vines, Roses, Springs, Parks, Wood, Oaks and Pines, see the Teacher's Edition of Language Manual, printed in Carondelet in 1884. (A copy will be sent free with every twelve of present issue.) It contains full compositions on the above subjects.

The letter describing Niagara Falls, its outline and questioning, shows how much information is necessary to write a good descriptive letter. As you see much of the Eighth Grade work is on Synonyms and Style, the good teacher knows how much she can add to the few hints we give here.

The portion headed "Outlines of Composition" is properly the outlines filled, the outlines themselves are in Pupils' Edition.

The Appendix we consider the most desirable portion of the book, and it is by far the most expensive; hence, we hope the teachers will make use of it. It needs little explanation.

We have clipped a good deal about the Participle because it is so often misunderstood; the same is true of the Infinitive.

The exercise on page 123 "For Diacritical Marking" is a review, as we suppose the children have been taught this in First, Second, Third and Fourth Grades. It is somewhat on the Pollard system.

The Diagramming, as given on pages 130 to 137, has added greatly to the expense of the book, but if the teachers see and use each of the methods separately we will have done much in preventing the mixture of diagramming which we have been seeing.

The extract on Verse from Clark should satisfy this subject in Eighth Grade.

The Science Questions we put in, first, to answer the questions on page 41; and secondly, to oblige the teachers who cannot always have reference books. What we give here should satisfy our Manual in Fourth, Fifth and Sixth Grades. Of course, each teacher will add some of her own. The hints on Common and Decimal Fractions tell their own work.

Glancing through the book we find mistakes which should have been corrected in the proofs, but we all know that the first edition of a book is never without mistakes. We see that this is no exception.

St. Joseph's Academy, St. Louis, Feast of the Assumption, 1889.

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